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Roy Ridout LUND M.Ed. (Nottm.)

**The Development and Delivery of
Appropriate Curricula
for Children with Emotional
and Behavioural Difficulties**

**A thesis submitted for the degree of Master of Philosophy
at the Open University**

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The Development and Delivery of Appropriate Curricula for Children with Emotional and Behavioural Difficulties

Thesis Abstract

The special school of which I was head for 14 years, developed from functioning as separate, restricted education within an environment in which children could be enabled to come to terms with their emotional and behavioural difficulties, to functioning as an integral part of a continuum of services for children with emotional and behavioural difficulties within a mainstream curriculum model.

H.M.I. inspections of schools for children with emotional and behavioural difficulties in the 1980's criticised them over the breadth and balance of the curriculum. Many of these schools took this as relating to their style of working and, instead of reviewing the content and methodology of their curricula, developed more formal approaches when they introduced the National Curriculum. There is no specific Government advice over what constitutes good practice in the development and delivery of appropriate curricula.

Co-operation between mainstream schools and schools for children with emotional and behavioural difficulties seems to have ceased. More children are being excluded from mainstream schools and children from special schools are not being reintegrated.

The following questions have been investigated:

- What has traditionally been regarded as effective practice?
- What are the needs of these children as learners?
- What is good practice in teaching and learning and is this appropriate to all phases?
- Is the concept of a "curriculum model" useful?
- Should there be a new role for special schools, offering a service to mainstream schools and a continuity of provision?

Contents

Acknowledgements	-----	(i)
Previous work used as sources	-----	(ii)
Chapter 1	The background to, and aims of this thesis -----	1
Chapter 2	Influences on the development of work with children with emotional and behavioural difficulties -----	19
Chapter 3	Defining an appropriate curriculum -----	35
Chapter 4	Differences in teaching and learning between mainstream schools and schools for children with emotional and behavioural difficulties and the characteristics and needs of children with emotional and behavioural difficulties as learners ---	57
Chapter 5	The effective teacher -----	83
Chapter 6	The development of policies for curriculum and behaviour -----	113
Chapter 7	Towards a service for all schools and for all children with emotional and behavioural difficulties -----	138
References	-----	146
Appendix 1	Profile of Organisational Preferences-----	156
Appendix 2	Observation Schedules -----	168
Appendix 3	Teacher Perceptions of the Mainstream / Special Schools Project -----	170
Appendix 4	A sample policy for behaviour -----	174
Appendix 5	A policy framework for the curriculum -----	196

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I must also thank Hertfordshire County Council for helping me to find the time necessary for writing this thesis.

The two teachers who are described in Chapter 4 must, of course, remain anonymous, but immeasurable thanks are due to them for their patience and understanding. They are true professionals.

I am grateful to my wife, Jenny, my most "significant other", for being so understanding during my long periods of reflective silence during the gestation of this work.

Finally, much of the basic philosophy behind this thesis comes from Robert Laslett, former Headteacher of a Local Education Authority day school for, what were then, "maladjusted children" and latterly a Senior Lecturer at the University of Birmingham. He confirmed my beliefs in this work when he talked to the group of students on the University of London Diploma in the Education of Maladjusted Children Course in 1971. His pioneering book, *The Education of Maladjusted Children* (Laslett, 1977) is as fresh and relevant today as it was nearly 20 years ago. In my opinion, it has not yet been equalled as a philosophical basis for those starting work with children with emotional and behavioural difficulties. It was published just after I took up my first Headship of a day, special school for children with emotional and behavioural difficulties in 1976 and I owe him an enormous debt.

Thank you

Roy Lund June 1996

Previous work used as sources

Extensive use has been made of the following works throughout the thesis, which has been referenced to the appropriate work throughout.

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Chapter 1 The background to and aims of this thesis

Children with emotional and behavioural difficulties were termed "maladjusted" in the School Health Regulations of 1945 (Ministry of Education, 1945). Following on from the Education Act, 1981 (D.E.S., 1981) they were given the label "emotional and behavioural difficulties" (E.B.D.).

I have been involved in working with children with varying behavioural difficulties and their teachers for 26 years, as a teacher in a mainstream secondary modern school, as a teacher in a 5-16 school for children with emotional and behavioural difficulties, as a support teacher in a large comprehensive school and the eight primary schools which fed it, as the headteacher of two day, special schools for children with emotional and behavioural difficulties aged 11-16 years (one of the 5-16 for part of the time) and as a Local Education Authority (L.E.A.) Adviser for emotional and behavioural difficulties.

Having been trained in a psychodynamic approach to working with these children in the early '70s, I have since become far more aligned with an approach which puts the self-esteem of these children and their teachers as paramount and which recognises the entitlement of these children to a full "mainstream" curriculum. The school of which I was Head for 14 years, developed from an institution which saw its function as separate, restricted education within an environment in which children could be enabled to come to terms with their emotional and behavioural difficulties, to one where its function was seen as an integral part of a continuum of services for children with emotional and behavioural difficulties within a mainstream curriculum model.

In the early days of working with children with emotional and behavioural difficulties the educational processes were tagged to a "health" model and they were termed "therapeutic". Certain subject areas and activities were assumed to be more "therapeutic" than others. I had always wondered why however, academic subjects in mainstream syllabuses could not be organised in a way which was "therapeutic". The National Curriculum was, therefore introduced within the existing framework of teaching and learning; for example, the

existing curriculum area of "Sailing" was broken down into the various elements of science, mathematics, English and design and technology within the programmes of study of the National Curriculum. At the same time, the subject co-ordinators worked with mainstream colleagues in "Curriculum Area Groups" in order to ensure that the curriculum was broad and balanced and compatible with the best mainstream approaches. An additional advantage was that the special school teachers kept in touch with their own subject discipline.

There were a number of educational initiatives which actively promoted shared courses with mainstream schools in the '70's and early '80's . These included the development of the Certificate of Secondary Education (C.S.E) and later, the General Certificate of Secondary Education (G.C.S.E.) and the Technical and Vocational Education Initiative (T.V.E.I.) and several L.E.A. initiatives into work between schools in various subject areas. The school of which I was Head took a full part in the development of these courses in conjunction with local mainstream secondary schools.

However, I discovered this to be an unusual approach when I went to work as an L.E.A. Adviser. In my new authority, most schools for children with emotional and behavioural difficulties seemed to have introduced the National Curriculum as if it were a syllabus and as an alternative to their existing courses. Their examination and T.V.E.I. work was being done in isolation from mainstream schools.

In 1969, when I started this work, it was relatively easy to move children between separate special schooling and mainstream schools and this was often done by a process of informal contact between Headteachers. The Educational Psychologist's, and sometimes, the School Medical Officer's, sanction was needed to make the formal transfer, but this did not take very long.

The Education Act, 1981 (D.F.S., 1981) led to the development of "statements of special educational need" and children had to go through a formal assessment process before they were admitted to separate special schooling. This delayed referrals to special schools for children with emotional and behavioural difficulties and many more children were

suspended (excluded) before admission to special schools. As a Headteacher of a day school for children with emotional and behavioural difficulties, before and after the introduction of the Education Act, 1981, I saw that very few pupils were suspended from their mainstream schools before admission to special schools before the Act was introduced, whereas almost all were suspended before admission after the introduction of the Act. The resulting sense of rejection and failure led to a lowering of already low pupil self-esteem and made the job of the special school much more difficult and the prospect of re-integration much more unlikely.

The official inspections of schools for children with emotional and behavioural difficulties by Her Majesty's Inspectorate (H.M.I.) in the 1980's criticised the schools for children with emotional and behavioural difficulties for a lack of balance and breadth in the curriculum. Many schools for children with emotional and behavioural difficulties took the criticisms to mean a criticism of the style of working and instead of reviewing their curricula and attempting to fill the gaps, adopted more formal approaches to delivering the curriculum.

The Education Reform Act of 1988 (D.E.S., 1989) led to the introduction of the National Curriculum and the chance for schools to "opt out" of Local Authority control to become Grant Maintained (G.M.). This led to a reluctance on the part of mainstream schools to support children with overt behaviour problems. Co-operation between mainstream schools and schools for children with emotional and behavioural difficulties over curriculum design and delivery seems subsequently to have ceased. Children are being excluded from mainstream schools as never before and children from special schools for children with emotional and behavioural difficulties are not being readmitted into mainstream schools. Pupil Referral Units (P.R.U.s) (D.F.E., 1993) are being set up for excluded pupils which are not required to adhere to the National Curriculum and do not provide the same staffing levels or staff status as special schools. While most P.R.U.s are simply various forms of unit provision for disturbed and/or excluded pupils by another name, there is evidence that some special schools are being re-designated as P R U s. Teachers in schools for children with emotional and behavioural difficulties and in P.R.U.s seem to be more isolated than they have ever been..

I also noticed that schools for children with emotional and behavioural difficulties seemed to have introduced the National Curriculum in a formal, didactic, whole class-teaching approach which the pupils were finding difficulty in coping with. There did not seem to be a logical rationale for separate special schools attempting to deliver the curriculum in a way which the pupils had already rejected.

- What had gone wrong?
- Why had co-operation between mainstream and special schools stopped ?
- Why weren't schools for children with emotional and behavioural difficulties teaching the National Curriculum in the way they used to teach their "traditional" curricula?
- What exactly does constitute good practice in teaching and learning for children with emotional and behavioural difficulties?
- What is the future role of the special school for children with emotional and behavioural difficulties - if any?

Background issues

The introduction of the Education Act 1981 (D.E.S., 1981) and the Education Reform Act 1988 (D.E.S., 1988) have profoundly influenced children who, before the 1981 Act, were referred to as "maladjusted" and who since then have been referred to as having "emotional and behavioural difficulties" (EBD).

Prior to the 1981 Act, they were categorised under a definition of special educational needs which was expressed in terms of "handicap". Since then, they are defined in terms of "learning difficulty".

The curriculum in special schools for children with emotional and behavioural difficulties has traditionally been perceived as responding to their emotional and social needs as well as their educational needs, indeed, sometimes these needs took precedence and this was the situation found by the Schools Council *Education of Disturbed Pupils* project in 1980 (Wilson and Evans, 1980). There was little attempt to analyse good practice in curriculum design and delivery and very little mention is made of the curriculum in the report.

By 1989, Her Majesty's Inspectors (HMI) were heavily critical of the balance and breadth of the curriculum on offer in special schools for children with emotional and behavioural difficulties (D.E.S., 1989(a), 1989(b)).

The Education Reform Act (D.E.S., 1988) led to the introduction of a new National Curriculum in which children of certain ages were expected to acquire knowledge, concepts and skills which were laid down for each subject. The concept that "all children are entitled to a broad and balanced curriculum, including the National Curriculum" (N.C.C., 1989) was broadly welcomed by all those engaged in working in the field of special educational needs. The National Curriculum was seen as a yardstick and a continuum within which all children could be placed; irrespective of their difficulties. Furthermore, access to the curriculum became one of equality of opportunity and entitlement.

Unfortunately, since then, there is evidence that schools in general have become less sympathetic to the needs of children with emotional and behavioural difficulties and that children are more disaffected with schools than before (Stirling, 1992 and the Association of Metropolitan Authorities, (AMA), 1995). Teachers are less able, or feel less able, to respond appropriately to the needs of children with emotional and behavioural difficulties. At the same time, fewer teachers are being specifically trained in working with these children (Cooper, Smith and Upton, 1991).

At the centre of all successful teaching and learning is the school's curriculum. Very little work has been done into what is effective practice in curriculum development and design for children with emotional and behavioural difficulties: Indeed, if the difficulties of children with emotional and behavioural difficulties are seen as "learning difficulties", what

are the characteristics of these children as learners? What are their needs and how are their emotional, personal and social needs to be met if teachers concentrate specifically on their learning needs?

Following on from this, what is good practice in differentiating the curriculum for them? What is good practice in teaching and learning for these children in any educational environment?

From "handicap" and "treatment" to "learning difficulty" and "special educational need"

Prior to the Education Act 1981 (D.E.S., 1981), children with emotional and behavioural difficulties were known as "maladjusted". This term first appeared in the School Health Regulations of 1945 (D.E.S., 1945). Such children were defined as:

Pupils who show evidence of psychological disturbance or emotional instability and who require special educational treatment in order to effect their personal, social or educational readjustment.

(p. 5)

This led to an understanding of these children as "handicapped" and as needing "treatment". Rutter (in Rutter, Tizard and Whitmore, 1970) went so far as to define maladjustment in terms of psychiatric disorder. A similar perspective saw the child as "emotionally disturbed" (Chazan, 1963).

These perspectives were clearly illustrated in Laslett's book, *Educating Maladjusted Children*, which was the first book to be written by the former Headteacher of a Local Education Authority school for maladjusted children:

The educational needs of the children in a special school for maladjusted children are not their foremost needs. They are admitted to the schools because of their personal and social needs, and attention to these frequently has to take priority over the attention given to their educational needs.

(Laslett, 1977, p. 120)

It was Laslett too who first drew attention to the lack of any conceptualisation of the effective "educational processes" for these children, which he saw as part of the process whereby they came to terms with and resolved their personal and social needs:

Those who have worked successfully with maladjusted children in this country have conceptualised the therapeutic process which they have employed to help children achieve emotional and social readjustment. Comparable conceptualisation of the educational processes in schools for maladjusted children has not been forthcoming.

(Laslett, 1977 p.120)

He goes on:

....research is urgently needed into this neglected area of special education.

(Laslett, 1977 p.120)

The 1981 Education Act (D.E.S., 1981) attempted to do away with the "handicap" model of special education and redefined it in terms of "special educational needs"; in terms of learning difficulties:

a child has special educational needs if he has a learning difficulty which calls for special educational treatment

..... a child has a learning difficulty if -

(a) he has a significantly greater difficulty in learning than the majority of children of his age; or

(b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools within the area of the local authority for children of his age.

(D.E.S., 1981)

These definitions continue in the Government's *Code of Practice on the Identification and Assessment of Special Educational Needs* (D.F.E., 1994 Paragraph 2;1).

The Education Act 1981 "statements of special educational need" did not, in practice, define the needs of the child in proactive terms; in terms of the resources and facilities necessary to meet those needs. Neither were the needs defined in terms of curriculum development and delivery. The statements which are produced are so vague about meeting the child's needs that they are of no help in planning teaching and learning. This is probably because of the resourcing implications of specific recommendations.

"Maladjusted" children became "children with emotional and behavioural difficulties" and were labelled "E.B.D.". They were in the anachronistic position of being within a model which saw all difficulties and needs in terms of learning. Within such a model, the emotional and behavioural difficulties are only assessed and responded to in so far as they affect the child's learning, (and, it must be added, the learning of others). This inevitably leads to a situation where the here and now of presenting behaviour is dealt with without attempting to enable the child to come to terms with any deep-seated emotional difficulties. However, children who are engaged in coming to terms with and resolving emotional difficulties are often unable to become involved in the process of learning. Their teaching must be geared to this so that teaching and learning can take place.

The *Code of Practice* (D.F.E., 1994(a)), based on the Education Act, 1993 (D.F.E., 1993), maintains the concept of "learning difficulty" for children with emotional and behavioural difficulties (and the Education Act 1981 definitions of "learning difficulty" - see Paragraph 2:1). It defines emotional and behavioural difficulties ("EBD") as:

- 3:64 *Pupils with emotional and/or behavioural difficulties have learning difficulties as defined at paragraph 2:1 above. They may fail to meet expectations in school and in some but by no means all cases may also disrupt the education of others.*
- 3:65 *Emotional and behavioural difficulties may result, for example, from abuse or neglect; physical or mental illness; sensory or physical impairment; or psychological trauma. In some cases, emotional and behavioural difficulties may arise from or be exacerbated by circumstances within the school environment. They may also be associated with other learning difficulties. The causes and effects of EBD are discussed in more detail in the Circular "The Education of Children with Emotional and Behavioural Difficulties", (D.F.E., 1994) where the concept of continuity of difficulty is developed.*
- 3.66 *Emotional and behavioural difficulties may become apparent in a wide variety of forms - including withdrawn, depressive or suicidal attitudes; obsessional preoccupation with eating habits; school phobia; substance misuse; disruptive, anti-social and uncooperative behaviour; and frustration, anger and threat of or actual violence.*

(D.F.E., 1994(a) p. 58)

The Code gives no advice on how the curriculum should be developed and delivered in order to meet their needs apart from in the area of "....appropriate information technology as a means of motivating and stimulating the child, for example word processing facilities,

painting programs and other software which encourages communication and self-expression..." (D.F.E., 1994(a), Paragraph 3:69 vi).

The Circular 9/94 *The Education of Children with Emotional and Behavioural Difficulties* (D.F.E., 1994(b)) makes no reference to good practice in curriculum development and delivery apart from saying, "It is particularly important that work with such pupils is set in a context that is both relevant and stimulating" in the context of a special school (Paragraph 65). The Circular does, however, make reference to the link between success, self-esteem and "self-image":

Improvements in pupil behaviour are more likely to follow if the pupil's self-esteem can be enhanced, and if the pupil can be helped to recognise the effects of his or her behaviour. School's effectiveness is enhanced when teachers are constructive and positive, and are specific in terms of what is unacceptable and what is expected of the child.

(Paragraph 20 p. 11)

The school needs to give special attention to the academic progress of the child with emotional and behavioural difficulties, in particular to ways in which work can present a suitable level of challenge. The child's learning should be structured and progressive to secure the success which will positively enhance his or her self-image.

(Paragraph 21 p. 11)

There is no specific advice to teachers as to the development and delivery of appropriate curricula for children with emotional and behavioural difficulties. How can teachers develop learning experiences for these children which they will perceive as relevant? What are the skills necessary to make learning "structured and progressive to secure the success which will positively enhance his or her self-image"? The Government gives no advice.

The curriculum in schools for children with emotional and behavioural difficulties prior to the Education Act, 1981.

The Schools Council *Education of Disturbed Pupils* project, (Wilson and Evans, 1980) examined the organisation and workings of the separate special schooling for children with emotional and behavioural difficulties or "disturbed pupils" as they termed them. An

examination of what was actually being taught and how it was being taught did not form a large part of this study. However, they did recognise the idea of education as "therapy" and defined it as "the use of teaching materials and curriculum content to further the readjustment of disturbed children". They pointed out that the actual teaching took a low priority in some schools at that time and that:

...children who are not taught are entitled to feel that they are too dull, too bad or too mad for their teachers to take them seriously.

(Wilson and Evans, 1980 p. 130)

The link between "maladjustment and the failure to acquire basic educational skills" (op.cit.) was highlighted by the project team in Dawson's book about the research behind the study:

Fundamental skills, which are allocated more than one third of classroom time, are seen to provide good opportunities of working towards enhanced self-respect and a sense of achievement, both of which seem closely associated with an improvement of self-image through success which featured so prominently in the treatment thought best to achieve personal, social and educational readjustment.

(Dawson, 1980, p. 59)

Immediately prior to the Education Reform Act 1988 (D.E.S., 1988) and the introduction of the National Curriculum, there was considerable criticism of the standards of curriculum development and delivery in special schools for children with emotional and behavioural difficulties, centring on the breadth and balance of the courses on offer. Her Majesty's Inspectorate (HMI) (1989(a)) in: *A survey of provision for pupils with emotional/behavioural difficulties in maintained special schools and units*, were highly critical of the balance and breadth of the curriculum on offer in schools for children with emotional and behavioural difficulties:

The curriculum on offer was frequently too narrow and lacking in balance. Too much emphasis was placed on narrowly conceived programmes of work in language and mathematics, with little opportunity for pupils systematically to practice language and number skills in practical situations or in their work in other areas of the curriculum. Even within basic subjects, and certainly in other subjects, planning for progression and continuity was seldom in evidence and the overall educational experience offered to individuals and groups of pupils lacked coherence.

(D.E.S., 1989(a), Paragraph 48)

In many cases the curriculum showed major gaps in the range of subjects offered.

(op.cit. Paragraph 49)

Clearly because the schools and units were small in size and complement of staff, they faced considerable difficulties in offering a full range of provision, particularly at secondary level.

(op.cit., Paragraph 49)

There is clearly a conflict between the "personal and social" and the "educational" perspectives of the functioning of these schools. It has always been generally accepted that they need to be small and intimate in order to support children who are vulnerable and that it is more difficult to provide the same supportive environment in a larger institution. However, this is not always so and many of the so-called "progressive" comprehensive schools were able to offer personal and social support to their pupils.

A small school cannot provide the same range of teaching expertise or other resourcing necessary to ensure the full range of teaching to which the children are entitled, unless it takes steps to ensure that it has access to a continuum of resourcing, possibly through links with neighbouring mainstream schools, as has been discussed in the last chapter.

HMI (D.E.S., 1989(b) make the same points in their survey, *The effectiveness of small special schools*. Whilst commenting that the schools were:

...notable for the warmth of relationships between staff and pupils and between pupils themselves

(D.E.S., 1989(b), Paragraph 13)

they nevertheless point out:

Some classroom activities occupied pupils' time but had little educational purpose

(op.cit., Paragraph 13)

In many schools, staff experience and expertise with regard to one or more key areas of the curriculum were absent.... Staff rarely possessed the necessary subject expertise at secondary level.

(op.cit., Paragraph 21)

There was concern in schools for pupils with emotional and behavioural difficulties to maintain a curriculum appropriate to pupils with very serious disorders of behaviour whose needs were perceived to relate only very tenuously to the mainstream secondary curriculum.

(op.cit., Paragraph 25)

Schools for pupils with emotional and behavioural difficulties generally monitored behaviour at the expense of educational progress. An emphasis on the therapeutic role of the school needed to be balanced more effectively with consideration of the educational needs of the pupils.

(op.cit., Paragraph 26)

These HMI surveys clearly illustrate the tension between the personal and social and the educational perspectives of the functioning of these schools prior to the introduction of the National Curriculum (D.E.S., 1988). A small school, reading such a critique, might well say that there was no alternative, bearing in mind its size and lack of resourcing, in comparison with a larger, mainstream school. However, there is no reason why the school should not place itself within a consortium structure for the development of broad and balanced courses. It is a pity that HMI did not consider how this might be achieved.

The introduction of the National Curriculum and the rise in exclusions

The advent of the National Curriculum has put further strains on the learning difficulties model of emotional and behavioural difficulties.

The National Curriculum Council (N.C.C.) made it clear that "All pupils share the right to a broad and balanced curriculum, including the National Curriculum", and later, "This right is implicit in the 1988 Education Reform Act (N.C.C., 1989). Unfortunately, when children with emotional and behavioural difficulties fail to cope with the way in which the curriculum is developed and delivered for the "average" child, they are perceived as "naughty" or "disruptive". It seems logical to assume that, if schools are less sympathetic to helping the child come to terms with underlying difficulties - which takes time and a commitment to pastoral manpower and resources, then more and more children will be excluded from mainstream schools.

In fact, there is considerable evidence that exclusions have increased since the implementation of the Education Reform Act 1988 (D.E.S., 1988):

Since Spring 1990 the Department of Education and Science has been attempting to log permanent exclusions, but there is no obligation on schools to fill in the forms, nor any way of measuring the number of children who have stopped attending by mutual consent.

(Manuel, 1991)

Pyke (1992(a)) writes about research done by the National Children's Bureau which says, "There will be a substantial rise in the number of children excluded from school if the Government continues to promote league-table competition for popularity and funding". He goes on to quote an "internal report" from Sheffield which showed that permanent exclusions rose from 54 in 1989/90 to 89 the following year.

In 1992, The National Union of Teachers commissioned a report from the consultants Coopers and Lybrand based on returns from 26 of the 117 local authorities in England and Wales. They found that exclusions had risen by one fifth to 25,000 in the previous year. Ashworth, of the Advisory Centre for Education and Smith, of the National Children's Bureau are reported as saying that schools wanted to improve their images. (Pyke, 1992(b))

The Association of Metropolitan Authorities' survey into special educational needs (AMA, 1995) has gathered evidence that schools are becoming less tolerant of pupils with behavioural problems. Schools are excluding younger children and more statements are being completed for children with emotional and behavioural difficulties. At the same time, increased numbers of children with statements of special educational needs are being removed from mainstream schools to separate special schooling. The review suggests that poverty, stress within families and competition between schools because of local management have exacerbated the situation.

Stirling (1992), studied the effect of the Education Reform Act on children with emotional and behavioural difficulties in two local authorities, one a shire county and one a metropolitan borough. In both, the numbers of exclusions were rising.

Schools reported that EBD (sic) pupils in large classes made it harder to carry out standard assessment tasks. Heads were concerned that the need to publish test scores would force schools to favour academically able pupils. Difficult and disturbed pupils, they argued, could interfere with the academic progress of other children and discourage academically able pupils from applying. A school's reputation under LMS, has direct financial consequences.

(Stirling, 1992)

She discusses the problems of providing statements of special educational needs, arguing that they are costly and time-consuming. There is therefore, a reluctance on the part of authorities to formally assess ("statement") children with emotional and behavioural difficulties. Exclusion however, is both immediately available and under the school's control.

Pyke (1993) reports on research done by the MORI organisation for the BBC television programme *Panorama* which showed that between 1990 and 1992, 66,000 pupils were excluded from schools, marking a 50% increase. He quotes the Office for Standards in Education (Ofsted) report *Education for Disaffected Pupils* (Ofsted, 1993) which referred to one authority where the number of permanent exclusions rose from 99 to 149 between 1989 and 1991. The Ofsted Inspectors suggest these reasons for increased exclusions:

- * *increased stress in the family*
- * *reduced teacher tolerance*
- * *a view of exclusion as a natural part of the punishment procedures*
- * *an attempt to be seen as tough on discipline*
- * *a response to poor attendance rates*
- * *a result of staffing difficulties*
- * *a decline in the number of informal arrangements between headteachers; and*
- * *an attempt to secure additional support or a different placement for SEN pupils*

(Pyke, 1993)

Problems over the assessment of children with emotional and behavioural difficulties

One of the reasons why schools are excluding pupils with emotional and behavioural difficulties is that they are unwilling or unable to assess their needs and to respond to their

needs. Complex problems of self-esteem and relationships with others do not lend themselves to the "checklist" style of assessment which could develop from the Government's *Code of Practice* (D.F.E., 1994(a)). This approach does not facilitate a prompt response to the problems as they arise and any delay in dealing with emotional and behavioural difficulties can only lead to a worsening of relationships between the child concerned and the teacher and school. Sometimes, by the time the necessary resources are made available, the situation has developed to one where there can never be a working relationship established again. When children exhibit emotional and behavioural difficulties they need immediate help, otherwise they fail. Teachers who are under pressure to deliver a contents-lead curriculum and who are accountable for assessments which appear to demonstrate that children are not achieving against a national "norm", are not willing to spend time with a child who is behaving inappropriately. He or she is perceived and labelled as a "nuisance". This can lead to a situation where a child is scape goated and rejected by a large number of teachers. This child then becomes someone else's problem and there are cries of "He, or she, shouldn't be here". It is then only a small step to exclusion and after such an experience of rejection on the part of the teachers and sense of failure on the part of the child, there is little prospect of subsequent re-integration.

A great deal of support to these children is provided from individual teachers or Special Support Assistants (S.S.A.s) within the classroom. It is difficult to visualise how this can help relationships with the class or subject teacher unless the supporting adult is particularly skilled in enabling the teacher of the group organise teaching and learning for that pupil. In practice, an adult sitting alongside a child with behavioural difficulties as his or her "minder" is not going to solve the complex relationships between teacher and child, or motivate the child by making learning appear relevant.

At the same time, increasing numbers of children are disaffected with school. A report on research by the National Foundation for Educational Research (Keys and Fernandes, 1993), shows that around 12% of Year 7 pupils are already hostile to school. Key findings in the report seem to be that disaffected pupils perceive their teachers as not being interested in them, manifested by not praising them and not marking their work. Pupils need their teachers to have high expectations, to give regular feedback and praise for their achievements.

An in-depth research study designed to identify and describe examples of good classroom practice and incorporate them into staff development would be of great value to the education profession.

(p.67)

Having said this, in another study, three out of four teachers felt that they had not been given enough training in classroom control and most of them said they would be prepared to attend courses in positive behavioural approaches to classroom control (Merret and Wheldall, 1993)

In addition to this, there is evidence that less than one third of the teachers in special schools for children with emotional and behavioural difficulties have recognised qualifications and training in generic special educational needs, let alone in working specifically with children with emotional and behavioural difficulties, (Cooper, Smith and Upton, 1991).

The overriding point which comes out of all this is that there are a large number of pupils who are being rejected by mainstream schools. This rejection must be having a devastating effect on the self-esteem of the children concerned. This lowering of self-esteem is not going to motivate them towards education in general and their feelings towards the authority figures who rejected them are going to sooner or later manifest themselves in anti-authority behaviour towards society in general. The whole process will, in my view, lead to a very unstable and anti-social subculture in this country.

The original study plan

The school of which I was a Head from 1976-1990, developed courses in conjunction with local secondary schools. Each subject teacher found a "sympathetic" colleague in a mainstream school and then kept in touch with that teacher. There was a two-way interchange of ideas and resources. This, to a large extent, enabled the special school teachers to keep in touch with practice in mainstream schools and to have access to a mainstream department. The mainstream teachers were, in exchange, able to gain valuable advice in teaching techniques for children with emotional and behavioural difficulties.

I decided, as part of this research, to look at the co-operation between special and mainstream schools in order to see if the essential differences in emphasis between approaches could be identified; in order to try to tease out what effective practice actually was in curriculum development and delivery for children with emotional and behavioural difficulties. What was the essential "extra" which was necessary to effectively teach children with emotional and behavioural difficulties, on top of the most effective mainstream practice.

Unfortunately, practically no co-operation between special and mainstream schools could be found, despite asking within the L.E.A. in which I was an adviser and publicising my needs through the journal of the Association of Workers for Children with Emotional and Behavioural Difficulties (AWC EBD), the longest standing professional organisation for those involved in working with children with emotional and behavioural difficulties. I therefore decided to broaden the study and to look at the education of children with emotional and behavioural difficulties in more general terms:

- How have teachers traditionally taught children with emotional and behavioural difficulties?
- What are their actual needs as learners?
- What is good practice in teaching and learning and is this good practice appropriate to all phases of schooling?
- Is a "curriculum model" a useful concept in defining and meeting the needs of children with emotional and behavioural difficulties?
- Should there be a new role for separate special schooling in which this expertise and good practice is used for the benefit of children with emotional and behavioural difficulties and their teachers, no matter where they are located?

This thesis attempts to answer these questions.

As a starting point, I want to look at the roots of working with children with emotional and behavioural difficulties, to see if "traditional methodology" can be defined. My reason for this is that, in the early period when I worked with "maladjusted" children, roughly from 1971 until the 1981 Education Act, those of us working in this field were confident that we knew how to teach these children and that our methods were effective. Coupled with this has been a gut feeling that the pupils we worked with then found the educational process more meaningful, were better motivated and increased their self-esteem to a greater extent than children who are being educated within a "learning difficulties" model.

Chapter 2 Influences on the development of work with children with emotional and behavioural difficulties

Progressive education

The history of the education of children with emotional and behavioural difficulties has links with the progressive school movement and in particular, with the adoption of many "progressive" ideas in working with delinquent children in the period before the 1939-1945 World War and in the period immediately after it, in the old Approved Schools.

The Christian principles on which nineteenth century and early twentieth century schooling was based, viewed children as being in need of "care and control". Children were perceived as the products of "original sin" and the function of education as the inculcation of humility, industry and obedience. Very few children received any kind of education and that which was provided was not designed to equip them to become well-balanced and successful adults. Large sections of the population received no education at all and the curriculum was designed for the recipients as a whole and not for each individual child.

The rights of children had become an issue in the eighteenth century, along with the rights of minority groups like factory workers, women and slaves. Philosophers like Rousseau put such issues into educational terms and said that the starting point for all learning should be the interests and aspirations of each individual child. He emphasised the concept of "freedom" in education:

—not freedom (absence of restraint) but a structured environment, structured in such a way that the child will come to recognise what is appropriate and what is right.

(Rousseau in Barrow, 1978, p. 42)

These ideas were translated into practice by "progressive" educators like Froebel (quoted in Barrow, 1978):

...the child should, from the very time of his birth, be viewed in accordance with his nature, treated correctly, and given the free, all-sided use of his powers. By no means should the use of certain powers and members be enhanced at the expense of others, and these hindered in their development; the child should neither be partly chained, fettered, nor swathed; nor later on, spoiled by too much assistance

(p.42)

As Entwistle (1970) says, he put the emphasis on:

— the individual learner and the problems this raises for social education, the insistence upon freedom, the sense in which learning might be said to be self-activated, the question of who defines the curriculum and its relationship with the life of the learner, the problem of justifying the teachers' authority and the very activity of teaching itself.

(Entwistle, 1970, p.18)

All this led to a re-think amongst educationalists and a move towards, what became known as "child-centred education". The child-centred approach starts with the child and what the child knows, has experienced and can do. It is argued that when the teacher starts at this point, the child can draw on his or her achievements and has more incentive to learn. The child-centred teacher takes care to make the learning experiences relevant to the child's life experiences; makes them relevant to the child. This, in turn, motivates the child's learning.

Pushed to its logical extent, the progressive movement left the child to discover knowledge, skills and concepts for him or herself. The teacher was seen as the enabler of learning, but only if the child is motivated to learn.

Various "progressive" public schools were set up in the nineteenth century: Abbotsholme (1889), Bedales (1892) and Claysmore (1896).

One of the most influential "progressive" educators was A.S. Neill, who ran Summerhill School until his death in 1973. At the time Summerhill School was established in 1924, there was great disillusionment with "authority" and in particular, *the values inculcated by the old men of the First World War* (Croall, 1983).

Neill's basic principle was that children should have "absolute freedom to work or to play" (Neill, 1962). He ran Summerhill according to the principles he called "self-regulation"; that *the child should not do anything until he comes to the opinion, his own opinion, that it should be done* (Neill, 1962).

As a result of this, many former pupils felt that Summerhill had let them down educationally.

In retrospect, I think my education suffered at Summerhill—and--- Academically, Summerhill failed me abysmally: I've still got a chip on my shoulder about not having a degree.

(Croall, 1983, p. 404)

Summerhill tended to attract a number of pupils whose behaviour was unacceptable in other schools and a number of the pupils who questioned Summerhill on educational grounds nevertheless felt that the school had helped them come to terms with their emotional problems.

A boy who was severely traumatised by a road accident which left him incontinent overcame this and went on to mix with other children again and to learn to read and write. (Croall, 1983, p. 367)

Neill had a down-to-earth view of maladjustment which he described as, "angry 'cause of lack of love" (Bridgeland, 1971).

Although many teachers took Neill's ideas at face value and interpreted what he said as meaning that children should have absolute freedom to do as they liked, in practice, the organisation of Summerhill was highly structured. Neill was very much an authority figure and he had basic guidelines about how the members of the school community should behave towards one another:

If you don't want to do maths, it's nobody's business but if you want to bully somebody or to make a noise at midnight, it's everybody's business.

(Neill in Hall, 1972)

Child-centred education

Similarly, in mainstream schools, there was a development of "child centred" educational processes which teachers believed were more motivating and led to greater understanding and participation by individual children.

These "child centred" practices can be traced back to the Plowden Report (D.E.S., 1967), a radical review of the theory and practice then current in primary schools, although Plowden was reporting on what had been accepted as good practice for some time.

As Gammage (1986) points out:

...Plowden was not in the van of the movement, rather it legitimised 'good' practise, where it could find it. (p. 40).

These child centred approaches led to discovery methods and topic based learning. Such approaches relate to the children's "choices, their freedom of action and their concerns" (Gammage, 1982).

These developments in primary schools spread into secondary schools where the development of comprehensive schooling, based on the belief in equality of opportunity for all children, led to mixed ability teaching and topic-based approaches to teaching and learning, especially with younger secondary-aged children.

At the same time, the 1960s also saw a rapid increase in segregated provision for children with emotional and behavioural difficulties (or "maladjusted" children, as they were then termed). Numbers of children in segregated special schools, day and residential rose from 1597 in 1960 to 3947 in 1970 (Laslett, 1983), a rise of 147%! Mixed ability and comprehensivisation did not apply to all children.

Gammage (1982) points out that the 1960s and 70s were times of rapid increases in school populations, shortages of teachers and consequent large increases in teacher training. Large numbers of newly qualified teachers with the "child-centred notions" then being taught by the colleges entered teaching at this time and their influence over the organisation of teaching and learning was considerable. (p.53).

Since then, there has been considerable politically motivated controversy over the effectiveness of the child-centred approaches as compared with the more formal "traditional" approaches - the topic based, groupwork, child centred approach versus the formal "chalk and talk", teacher-directed approach. Influential in this controversy on the side of the traditionalists was Bennett (1976), whose research seemed to show that children progressed better under formal methods. The subsequent re-examination of his statistics by Gray and Satterley (1981), showing quite the opposite, does not seem to have received the same publicity! In fact, either approach is probably effective, rather as the differing psychodynamic and behaviourist approaches were found to be of equal effectiveness in working with children with emotional and behavioural difficulties by Kolvin and his colleagues in Newcastle-upon-Tyne (Kolvin et. al. 1982) as discussed later (p.27).

The National Foundation for Educational Research (N.F.E.R.) study of different styles of teaching reported that the actual curriculum being taught was, to a large extent, formal (Barker-Lunn, 1984). The study described a situation which was very similar to that which had been in existence twenty years previously:

The vast majority of junior school teachers are firmly in control of their classrooms. There is no need to exhort them to go back to the basics.

(p. 178)

Earlier, Galton, Simon and Croll (1980), in a study of fifty-eight classrooms over three years, noted that the "progressive" teaching, as defined as good practice in the Plowden report was not only not in any widespread existence but was also largely impracticable. To quote Gammage (1986):

The research showed that controversial views of primary schools, whether labelled "traditional" or "progressive", in no way matched the reality.

(p.54)

He goes on to summarise various research findings:

1. *Modern primary school "philosophy" as represented by the best practice described in the Plowden Report has not led to markedly different curriculum content. Despite the advent of the calculator and the microprocessor, traditional sums are still one of the most common activities of the primary classroom, closely followed by silent reading. Nearly 90% of children seem familiar with - or regularly practice "tables".*

2. *Few, if any, schools implemented much-vaunted Plowden methods in toto; indeed, if anything, the curricular diet is still too narrow and pure discovery methods seem to be rejected by a significant majority of teachers.*
3. *Though class and group teaching clearly predominate, there is a marked tendency to individualisation of assignments and evaluation.*
4. *The post 1975 backlash against what was caricatured as "sloppy" child-centred methodology is both unnecessary and thoroughly ill-informed.*
5. *Science, drama and music (and even practical maths) come well down in the list of priorities (40% of primary teachers in the Barker-Lunn survey covered science less than once per week).*
6. *Standards of school work in general, particularly for the more able children, appear to be rising and are not noticeably better in schools which appoint "semi-specialist" teachers to advise, shape or hold responsibility for a particular area of the curriculum.*

(pp. 55-56)

Therapeutic communities

The ideas of the "progressive" educators influenced those who were working with "delinquents" in "approved schools" in the period before the the second world war and in the 1950s. David Wills (1901-1979) set up the pioneering institution, Hawkspur Camp, in 1936. He did not accept the way in which approved schools were organised and in particular:

....the belief that reformation cannot be brought about without a measure of subjugation and this belief has been present in varying degrees since the time when the early Christian philanthropists, who founded the forerunners of the present approved schools tried to reform the boys by keeping them in chains

(Wills, 1960 p. 7)

Wills developed the idea of what he called "shared responsibility":

There was practically no discipline except what was created by the community as a whole, through democratic machinery in which adults and children had equal rights and duties.

(Wills, 1960, p.7)

Wills went on to work with evacuees during the 1939-1945 World War (Wills, 1945). He set up what he called a "planned therapeutic environment" or "therapeutic community" in which the children were governed by "shared responsibility" and were encouraged to express themselves through a "variety of artistic endeavours".

Wills' ideas had a great influence on the residential schools for, what were then called, "maladjusted" children, which were being set up in the decade after the 1939-1945 World War. A number of pioneers set up schools, mainly independent schools, which aimed to enable their pupils to come to terms with and resolve their emotional difficulties through "therapeutic activities", within a "therapeutic environment". Examples of these pioneers were; David Wills himself at New Barns School (of which he was Chair of the Governors), George Lyward at Finchden Manor, Otto Shaw at Redhill, Fred Lenhoff at Shotton Hall and Barbara Docker-Drysdale at The Mulberry Bush (See Bridgeland, 1971). It is perhaps, no coincidence that most of these pioneering schools have now closed down as these communities tended to centre very much on the personal philosophy, personality and charisma of one individual:

... up to the present, virtually all pioneer research work in the treatment of maladjusted children has been done in private and independent schools. In these schools, one outstandingly gifted individual has built round himself a therapeutic environment and a treatment team and has been able to communicate what is being done.

(Shields, 1962, p.183)

As a result of this, the techniques which were developed at these schools tended to be lost when the Head died.

These schools were often influenced by the theories of psychodynamic psychology, stemming from the work of Sigmund Freud, who put forward the idea that a person's unconscious mind influences the way in which that person behaves. The unconscious mind relates to the experiences which that individual has had earlier on in his or her life. If these experiences have been traumatic, then the unconscious can make the person behave inappropriately in a situation which is perceived as stressful or threatening. The person also develops a range of "defence mechanisms" to cope with these situations which the unconscious finds unpleasant. (Hamachek, 1978, p. 23). Most of the pioneer therapeutic

communities laid great emphasis on various forms of counselling, aimed at enabling the children to uncover their subconscious fears and to come to terms with them.

The behaviourist approach in psychology also began to influence the work of these schools. Behaviourism, which developed in the 1920's, most notably by B.F. Skinner, denies the existence of the unconscious and says that behaviour is influenced by what a person has learned from previous responses to the same or similar behaviour. Behaviour is more likely to be repeated if pleasant consequences occur in response to it and avoided if unpleasant consequences occur in response to it (Skinner, 1953). These schools developed as communities which were based on "reinforcing" desirable behaviour, often through "token economies" in which the children were able to swap "points" gained for meeting behaviour targets, for material goods, usually food.

The development of schools for "maladjusted" children

Psychodynamic approaches, influenced by the work of the "therapeutic communities", influenced the work of the day schools for maladjusted children which were set up in the old London County Council (later the Inner London Education Authority) in the 1950s and 60s. Other schools set up in the 50s and 60s fitted in with behaviourist perspectives.

Maladjusted children were first defined in the "Handicapped pupils and School Health Regulations" of 1945 as:

Pupils who show evidence of psychological disturbance or emotional instability and who require special educational treatment in order to effect their personal, social or educational readjustment

(Ministry of Education, 1945)

The order of the words "personal, social or educational readjustment" is not without significance, as these new schools tended to take this as the order of priority in working with these children. In practice, the "educational readjustment" came a poor third and I remember, from my own experience as a young teacher in a day special school for children with emotional and behavioural difficulties in 1969, being told by older teachers that the children were "not capable of examinations" because of their "emotional disturbance".

The psychodynamic and behaviourist approaches were also reinforced by the two main courses available for training teachers to work with maladjusted children. The course offered by the University of Manchester was more behaviourally orientated and influenced the schools in the North and West of England, while the course offered by the University of London, which was more psychodynamically orientated, influenced the schools in the south and east of England. Evolving practice in the 1970's led to a combination of approaches featuring a system of "therapeutic communities" with a system of "positive behaviour management" and this was the road along which the school of which I became Head developed in the early 1970's.

Work by Kolvin et. al. (1982) at the University of Newcastle-upon-Tyne, could find no difference in the effectiveness of the two approaches. The research team "treated" 265 junior school children and 309 "senior" school children on Tyneside, who had been assessed as "maladjusted" using the criteria of Rutter and his team (Rutter et. al., 1970) in their Isle of Wight study. The children were "treated" in these mainstream schools using direct and indirect methods (with the children directly or with their parents or teachers): psychodynamic and behaviourist techniques were used. Kolvin and his team concluded that all methods were effective, but direct methods were more effective than indirect methods. They found no difference between psychodynamic and behaviourist approaches.

In practice, the research team provided extra counselling or behaviour programmes outside what would normally be available in the children's' classrooms, and no attempt was made to incorporate the techniques into the overall curriculum.

One advantage of pinning the organisation of the curriculum to an overall psychological model is that all members of the school community have a common system of values and beliefs and a shared framework in which to work and to organise the teaching and learning.

Therapeutic education

The early pioneers who worked with children with emotional and behavioural difficulties, or "maladjusted" children as they were then termed, introduced the concept of "therapeutic education". The child was seen as being in some way "sick", and this was manifested in

the form of a failure in personal relationships and in learning. He or she was, therefore, in need of "therapy" within an educational setting. This presumed that the process of teaching and learning could be "therapeutic", i.e. the relationship between child and adult within an educational environment could be used to help the child come to terms with and resolve, his or her emotional difficulties.

In this process of "therapeutic education", the adult accepts the feelings which the child transfers onto him or her. The child is constantly accepted as a person whilst the unacceptable behaviour is not (Salzberger-Wittenberg et.al., 1983). At the same time, the child's increasing rise in self-esteem gives the confidence to succeed as a learner.

One of the most influential workers in this field was Caspari, who defined "educational therapy" as:

...a method of therapeutic intervention...based on empirical evidence suggesting that some emotional disturbance is present in most cases. The problem of treatment is, therefore, approached with particular regard to the child's emotional needs and great emphasis is attached to the understanding of the child's feelings and of his emotional reactions.

(Caspari in Varma, 1974, p.215)

Elsewhere she says that the "therapeutic element" in this approach:

...is closely linked to aspects of the interaction between the teacher and pupil that seems to have some similarity to the mother [parent] /child relationship in the feeding situation.

(Caspari, 1987, p. 51)

This therapeutic relationship is also discussed at length by Upton (1983), who says:

Implicit in this concept of therapeutic relationship is the notion of being on the child's side and of conveying to the child the feeling of unconditional acceptance.
(p. 46)

Hopefully, as the child establishes a growing sense of trust in the relationship, he or she will experience an increasing sense of acceptance of both self and others, and through verbalisation of thoughts and feelings, come to understand and integrate previously unacceptable aspects of self or relationships.

(p.96)

What are therapeutic activities?

Traditionally, teachers of children with emotional and behavioural difficulties have concentrated on activities which they have perceived as self-evidently "therapeutic". These activities are those which seem to allow children to express inappropriate behaviour within a controlling environment which feels "safe". Activities which have been assumed to be particularly "therapeutic" include; art, pottery, drama, music, cookery and various crafts. Nowhere have I managed to find a rationale behind this and indeed, have often wondered why, if art and pottery and music can be "therapeutic", then why not mathematics and science? The answer might be because some activities are perceived by children as more competitive than others. Mathematics is assessed in finite terms; answers are either right or wrong. Children who are failing perceive being wrong as failing and it is not alright to fail because failure has been and is, painful. However, I have found that if a child is presented with rows and rows of "sums" which they can get "right", then they will work away for hours. It is the row of red ticks which is important and this highlights the need to set children work at which they can achieve; the importance of assessing the child's learning needs and setting appropriate work. Similarly, English work which is linked to grammatical exercises is "safe", whereas free writing, which might involve revealing feelings, is rejected because it is too personal.

Schools for children with emotional and behavioural difficulties have tended to provide a great deal of practice in "basic skills" and "therapeutic activities" for the rest of the time. These basic skills are, of course, extremely necessary because children with emotional and behavioural difficulties tend to be underachieving and lacking in basic skills. Children tend to learn basic skills at particular stages in development and at certain stages in their schooling. Often, these skills are lacking because they have been unable to take them on board because of their emotional difficulties; they have not had the emotional energy to learn. Often skills build upon previously mastered skills and the children cannot learn these new skills because previous skills have not been assimilated.

Children with emotional and behavioural difficulties also find real difficulty in playing games which could be seen as simulating real conflicts. Their difficulties can often lead to an egocentricity which finds difficulty in appreciating the role of others within an ordered set of rules because they have no "controls from within" (Redl and Wineman, 1952). They

often find great difficulty in losing. Young children tend to play team games as individuals and the skills of co-operation develop with age. This can be difficult for children who are emotionally immature. All this means that children with emotional and behavioural difficulties are egocentric and find difficulty in sharing. They can only co-operate to a very limited extent. However, I have found that shared activities are easier at first if each child is given a specific task within a whole-group project.

All academic work can be presented to the child in such a way that he or she achieves and success in achievement leads to an increase in self-esteem. As Caspari (1987) points out:

all academic subjects help to increase the pupil's ability to resolve conflict by offering him learning and by helping him to acquire skills that will be necessary for his future life. In this way, his self-confidence and self-esteem are increased.

(p.5)

There is no reason why the teaching of all areas of the curriculum, including the National Curriculum cannot be organised in such a way that the learning process is "therapeutic".

Self-esteem enhancement and teaching and learning as therapy

Although there has been little work done on conceptualising the mechanisms by which the process of teaching and learning acts as "therapy", there has been a great deal of work done on self theory and the role of the self-concept and self-esteem in teaching and learning, mainly in the United States.

There is a great deal of confusion about self-concept and self-esteem. The way a child feels about his or her "self", influences his or her self-esteem. "--- the self is what we *know* about ourselves, self-concept is what we *think* about ourselves and self-esteem is how we *feel* about ourselves" (Hamachek, 1978 p.6). These terms can be usefully linked to achievement in learning.

Children have higher self-esteem when they feel secure and when the messages they receive from "significant others" in their lives tell them that they are valued and cared about. Consequently, young children develop their self-esteem from feedback they receive from

parents or carers; the most significant others in their lives at that stage. Children with low self-esteem have often suffered ongoing rejection or indifference and are uncertain as to their values and standards and have feelings of deficiency and weakness (Cooperomith, 1967).

In early schooling, children tend to focus on the aspects of the school which mean most to them to date; play and "nice" adults (Beane and Lipka, 1984) and teachers become significant others in their lives. In later childhood, other children in the peer group begin to assume greater importance. The adolescent faces an "identity crisis" (Erikson, 1968) and can be highly concerned about what others think about him or her. The child's peers then become significant others.

Relationships between children and significant others are only one aspect of a child's self-esteem. Of crucial importance in a teaching and learning situation, children who consistently fail to achieve academically also tend to have lower self-esteem. There have been several studies which have demonstrated this, for example, Lawrence (1973) reported the effects of increasing self-esteem on reading skills. He found that poor readers improved their reading skills to a greater extent if they were "counselled" than if they received remedial reading help. This is not surprising because, put in simple terms, the starting point for achievement is a mind uncluttered by worries. West et. al. (in Lawrence, 1983) reviewed several studies and found a correlation of 0.13 to 0.50. between academic achievement and self-esteem.

Students able to meet the academic expectations of schools are likely to develop positive attitudes towards themselves as learners and those who fail are likely to develop negative feelings.

(Purkey and Novak, 1984 p. 28)

Workers in the field of emotional and behavioural difficulties have always tended to assume that there is a link between self-esteem and behavioural difficulties. It appears self evident that these children have a poor opinion of themselves and low self-confidence. They often describe themselves and their work as "rubbish". However, this link between low self-esteem and emotional and behavioural difficulties has been largely anecdotal and there have been very few studies into the self-esteem of children with emotional and behavioural difficulties. However, I found that the self-esteem of children attending

Northamptonshire's schools for children with emotional and behavioural difficulties was significantly lower than that of the school-aged population as a whole (Lund, 1987).

The test used was the LAWSEQ (Lawrence Self-Esteem Questionnaire, (Lawrence, 1987)). Lawrence took as the starting point for his questionnaire, the definition of self-esteem as "the child's affective evaluation of the sum total of his or her characteristics, both mental and physical". He found that children aged 8-11 tended to be concerned about the opinions of others in three main areas:

1. The opinions of peers
2. The opinions of teachers
3. The opinions of parents

My study involved the three Northamptonshire day special schools for children with emotional and behavioural difficulties. At that point in time, one was for up to 50 pupils aged 11-16 years, one for up to 40 pupils aged 5-11 years and one for up to 50 pupils aged 5-16 years (this last-mentioned school, of which I was headteacher, became 11-16 in 1988). All three schools are mixed.

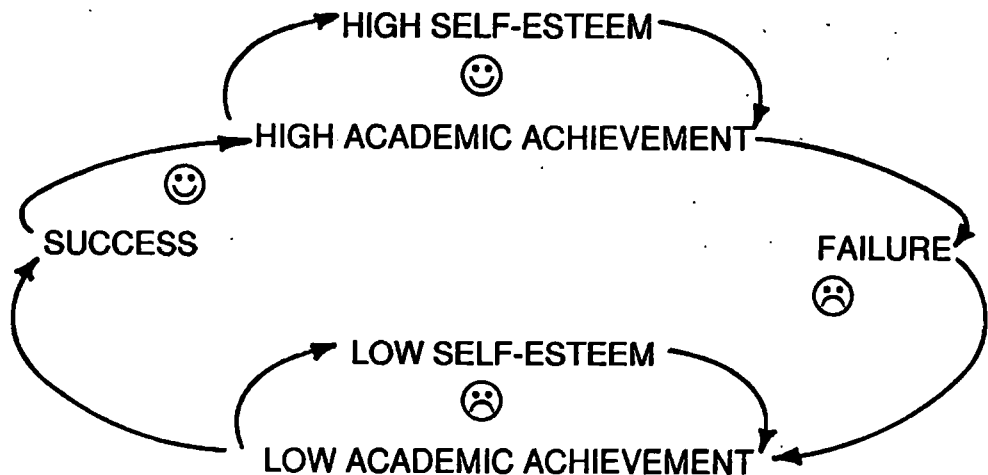
In all, 44 primary aged children were tested (9 girls and 35 boys) and 66 secondary aged children (5 girls and 61 boys). This was a total of 110 children, compared with an actual total roll of 125.

The testing showed that the self-esteem of these children was significantly lower than the mainstream population as a whole. A follow up study in the same schools after two years showed an increase in scores for self-esteem but the numbers tested (in view of movements out of the schools at school leaving age and because of transfer to mainstream schooling) were too low to be of any statistical significance. These schools nevertheless appeared to be doing something to increase the self-esteem of their pupils.

I would suggest that what the schools were doing was to provide their pupils with opportunities for academic achievement and an opportunity to reflect on, come to terms with and resolve, their emotional and behavioural difficulties. It is difficult to tease out the differences in curriculum between these special schools and mainstream schools, as they

were following a largely mainstream curriculum at that time. However, it was being taught in a more child-centred way and using smaller groups.

The whole relationship between academic achievement and self esteem could be illustrated in this way:



If a child is locked in a vicious circle of low achievement and poor relationships, then it is likely that his or her self-esteem is going to be low. Under these circumstances, the child often does not have sufficient emotional energy to engage in learning and in relating to others and will consequently achieve at a low level. Alternatively, he or she will reject experiences which might lead to what is perceived as failure because they are painful.

If such a child happens to achieve academically or in relationships, usually over a period of time, then the resulting increase in self-esteem resulting from that achievement, can give the confidence to continue learning and in relating to others and to continue to achieve. Once the child accepts that achievement is likely to happen and that it is "safe" to achieve, then the resulting higher self-esteem is likely to continue to promote achievement.

Literature on self-esteem enhancement in a school environment emphasises that children need to feel accepted as persons, whether they achieve or not (Burns, 1982). If a child is ignored by the teacher, it confirms his or her view that he or she is not valued and gives up trying to answer. The environment of the classroom should be geared to helping the children develop confidence in their abilities. Purkey and Novak (1984) suggest

"inviting" the child to an educational "feast". They describe "good teaching as the process of inviting students to see themselves as able, valuable, and self-directing and of encouraging them to act in accordance with these self-perceptions".

Coopersmith and Feldman (1974) suggest an environment where the child is enabled to be his or her own source of reward and motivation:

...the focus is on having the child use his internal feelings, judgements and reactions as a source of his actions, rather than as a respondent to environmental treatment.

If he internalises standards and values that lead him to gain self-esteem from his school activities, the likelihood of a cycling self-reinforcing involvement in learning is all the more certain.

(p. 205)

It can be seen that there are clear links between the concepts behind "therapeutic education", discussed earlier (p. 27), and self-esteem and academic achievement theory. The main difference is that there is a sizeable body of literature on self-esteem (admittedly, mainly American) and very little about what constitutes good practice in teaching and learning in the field of emotional and behavioural difficulties. However, the approaches based on self-esteem enhancement put the process of teaching and learning very firmly at the centre of the process of self-esteem enhancement whereas those practising "therapeutic education" put the area of improving personal and social skills ahead of the process of teaching and learning. Self theory can, in my view, be used to make sense of ensuring teaching and learning which enables children to come to terms with and resolve their difficulties.

What, therefore is good practice in teaching and learning? It is perhaps necessary to proceed from first principles in trying to tease out the pedagogy involved in this process, starting with the basic principles of constructing a broad and balanced curriculum.

Chapter 3 Defining an appropriate curriculum

A broad and balanced curriculum

HMI (D.E.S., 1989(c)) define curriculum as follows;

A school's curriculum consists of all those activities designed or encouraged within its organisational framework to promote the intellectual, personal, social and physical development of its pupils

(p. 2)

They see the framework of the curriculum as having two essential and complementary perspectives; first areas of learning and experience (Paragraph 32) and second, "elements of learning", that is, knowledge, concepts, skills and attitudes to be developed.

(Paragraph 90)

Cross-curricular issues are also important:

Environmental education

Health Education

Information Technology,

Political education

Education in economic understanding

Careers education

Equal opportunities

All areas of learning and experience within the curriculum should involve the:

aesthetic and creative

human and social

linguistic and literary

mathematical

moral

physical

scientific

spiritual

technological

(paragraph 33)

Elements of learning should include **knowledge, concepts and skills** (paragraphs 90-99) and attitudes (paragraphs 103-105). Important skills are:

communication

observation

study

problem-solving

physical and practical

creative and imaginative

numerical

personal and social (paragraph 100)

The "characteristics" of the curriculum should have **breadth** (paragraphs 107-111), **balance** (paragraphs 112-115) and **relevance** (paragraphs 116-120)

There should be **differentiation** to meet the needs of each child by appropriate grouping and through a variety of teaching approaches (paragraphs 121-123)

The National Curriculum Council (NCC, 1989) indicates that the curriculum should have these dimensions;

* Breadth * Balance * Relevance * Differentiation * Progression * Continuity

It emphasises the principle of entitlement:

All children are entitled to a broad and balanced curriculum, including the National Curriculum.

(NCC, 1989)

Entitlement and access to a broad and balanced curriculum

"The Elton Report", "Discipline in Schools" (D.E.S., 1989(d)) was produced following a survey of the difficulties schools were having with behaviour and attempted to analyse what constituted good practice. The Government made funding available to Local Education

Authorities, in order that they could develop initiatives in helping schools review, develop and implement behaviour policies. Hertfordshire L.E.A. opted to use a team of Educational Psychologists and mainstream SEN advisers and advisory teachers in developing a training pack for secondary schools, "Management of Pupil Behaviour" (Ballard et.al., 1991).

Despite the National Curriculum Council advocating an entitlement curriculum as of right, they did not discuss what an entitlement curriculum might be. We were concerned about the implications of access to the curriculum for pupils who were excluded from lessons or from schools and decided to look at the concept of entitlement in overall, general terms. We came up with the following:

Curriculum entitlement should relate to an individual's needs in the areas of knowledge, experiences and skills. The following elements should meet the needs of any child:

1. *A statement of aims for the education of that individual in relation to his or her needs within the community, now and in the future.*
 - *in relation to human value*
 - *in relation to individual uniqueness*
 - *in relation to the family*
 - *in relation to becoming a citizen*
 - *in relation to appreciating learning for itself*
2. *A statement of learning for the individual's development of skills, attitudes, experiences and knowledge.*
 - *personal growth*
 - *emotional growth*
 - *the acquisition of skills relevant to the individual's needs:*
 - *communication*
 - *observation*
 - *study*
 - *problem solving*
 - *physical and practical*
 - *creative and imaginative*
 - *numerical*
 - *personal and social*

- *the ability to relate positively to others*

3. *A balanced programme of learning experiences within each learning objective*

- *to ensure relevance for each individual*
- *differentiated according to need*
- *progression according to need*
- *to encourage effective communication through a variety of media*
- *to encourage creativity and self-expression*
- *to understand experiences:*
 - *aesthetic and creative*
 - *human and social*
 - *linguistic and literary*
 - *mathematical*
 - *moral*
 - *physical*
 - *scientific*
 - *spiritual*
 - *technological*
- *to encourage an understanding of self and human values*
 - *reliability*
 - *initiative*
 - *self-discipline*
 - *tolerance*
 - *self-confidence*
 - *adaptability*
 - *perseverance*
 - *sensitivity*
- *to understand the structure and function of;*
 - *objects*
 - *systems*
 - *processes*

4. *Staffing and resource allocation based on the principle of equality of curricular opportunity*

- *identification of the needs of particular individuals and groups*
- *effective deployment of resources*
- *balance between the needs of pupils, teachers and resources*

5. *Effective skills in teaching which promote the process of individual learning*

- *a variety of teaching techniques including:*
 - *objectives setting and planning*
 - *the chance to experience success in learning*
 - *experiential learning*
 - *investigation*
 - *application of skills and knowledge*
 - *opportunity for reflection*
 - *positive feedback*
 - *progressive learning*
 - *co-operation and sharing*
 - *group work*
 - *negotiation*
 - *ongoing review*
 - *being valued*

6. *Participative, effective assessment*

- *to monitor the learning experiences*
- *to help set the personal goals of the learner*
- *to set teaching objectives*
- *to provide an opportunity for positive feedback*
- *to assess the need for guidance and counselling*

7. *Evaluation*

- *between colleagues*
- *between pupils*
- *pupil/teacher*
- *against external criteria*

There is little evidence that the schools involved were influenced by the concept of entitlement of all pupils to a broad and balanced curriculum including the National Curriculum, in view of their increased numbers of exclusions in Hertfordshire schools since the launch of the pack.

Differentiation

At the core of any concept of entitlement is the principle of access. This means recognising that pupils have different learning needs and that curriculum content and delivery must be "differentiated" to fulfil the individual needs of all pupils.

The National Curriculum Council saw differentiation as.....

...the process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual pupils.

(National Curriculum Council, 1991(a))

The matching of work to the abilities of individual children, so that they are stretched, but still achieve success.

(National Curriculum Council, 1993)

Visser's definition (1993) seems better suited to teaching style and methods as well as to curriculum content:

Differentiation is the process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match an individual child's learning strategies, within a group situation.

(p. 15)

Ofsted (The Office for Standards in Education) do not specifically refer to "differentiation" in their handbooks for inspections. However, they do refer to what inspectors should take into account when judging effective teaching.

There are three Ofsted Handbooks relating to the inspection of schools: *Guidance on the Inspection of Nursery and Primary Schools* (Ofsted, 1995(a)), *Guidance on the Inspection of Secondary Schools* (Ofsted, 1995(b)) *Guidance on the Inspection of Special Schools* (Ofsted, 1995(c)).

The main inspection aspect which refers to behaviour and learning is; **4.2 Attitudes, behaviour and personal development**. The following extracts show how Ofsted judges behaviour:

4.2 ATTITUDES, BEHAVIOUR AND PERSONAL DEVELOPMENT

Inspectors must evaluate and report on pupils' response to the teaching and other provision made by the school, highlighting strengths and weaknesses, as shown by (amongst other points):

- *their attitudes to learning;*

(Ofsted, 1995(a), p.60; Ofsted, 1995(b), p.60; Ofsted, 1995(c), p.60)

Judgements should be based on the extent to which pupils (amongst other points):

- ◆ *show interest in their work and are able to sustain concentration and develop their capacity for personal study;*
- ◆ *form constructive relationships with one another, with teachers and other adults, and work collaboratively when required;*

(Ofsted, 1995(a), p.60; Ofsted, 1995(b), p.60; Ofsted, 1995(c), p.60)

Under *INSPECTION FOCUS* for 4.2 the Handbooks state (amongst other points):

- *Pupils' attitudes have a significant bearing on their attainment and progress and can be strongly influenced by what schools do. Good behaviour is vital to productive learning, and the quality of life in the school and to the functioning of the school as an orderly community.*

(Ofsted (1995(b), p.61)

- *.....On the basis of the team's observations in lessons and around the school, inspectors should judge pupils' behaviour and its effect on their learning and on the school.*

(Ofsted (1995(a), p.61; Ofsted (1995(b); p.61 Ofsted (1995(c), p.61)

Pupils in PRUs have usually experienced significant difficulties in behaviour and motivation before entering the unit. Inspectors should look for the development, from a low baseline, of positive attitudes to learning, good behaviour and personal responsibility.

(Ofsted (1995(a), p.61; Ofsted (1995(b), p.61)

- *Some pupils with special educational needs have experienced significant difficulties in behaviour and motivation before entering the school. Inspectors should look for the development, from a low baseline, of positive attitudes to learning, good behaviour and personal responsibility.*

(Ofsted 1995(c) p.61)

Under *INSPECTION FOCUS* for 5.3 the Handbooks state (amongst other factors):

- *Overall judgements are concerned with the opportunities given for pupils to learn about and explore different values, beliefs and views and to develop and express their own. Judgements should be based on evidence from the whole curriculum and the day-to-day life of the school, including the examples set by adults and the quality of collective worship.*

(Ofsted (1995(a), p.83; Ofsted (1995(b); p.89 Ofsted (1995(c), p.89)

One of the most comprehensive reviews of the concept and principles of differentiation was provided by the National Curriculum Council for teachers of science (N.C.C., 1991(a)):

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods, resources and learning activities are planned to cater for the needs of individual pupils.

Differentiated activities

A curriculum which is differentiated for every pupil will:

- * *build on past achievements*
- * *present challenges to allow for more achievements*
- * *provide opportunity for success*
- * *remove barriers to participation*

Teachers use two main ways of differentiating learning activities:

Differentiation by task

After establishing curriculum objectives for a class activity, the next step is to develop tasks which help individual pupils achieve these objectives. There are many factors which affect the difficulty of the task. These include:

- * how familiar the pupils are with the materials and apparatus to be used*
- * how familiar the pupils are with the concepts and vocabulary involved in the investigation*
- * the required accuracy for measurements*
- * the number and type of variables involved in an investigation*
- * the extent to which the teacher leads or prompts pupils*

Differentiation by outcomes

This involves setting a common task for the class. The task is designed so that every pupil understands what is required of them. They use their knowledge and understanding to achieve success at different levels. The more able may be expected to:

- * use more difficult concepts in planning investigations*
- * plan and carry out more complex investigations*
- * complete more stages in an investigation*
- * make more measurements*
- * measure more accurately*
- * record results more precisely*
- * express findings in more sophisticated vocabulary*

Improving differentiation will encourage greater participation in science by every pupil. Pupils with particular needs may have difficulties with some activities. For example, those pupils with:

- * physical disabilities may need technological aids in order to measure or observe a phenomenon*
- * hearing impairment may need more pictorial clues and simple language of instruction*

- * *reading difficulties may need written information presented in a simpler form, or have instructions read to them*
- * *visual impairment will need enhanced aural and tactile information and adaptations to measuring instruments*
- * *emotional and behavioural difficulties which have resulted in self-withdrawal might participate if the activity is based on a particular interest of the individual*

[Note: this is only true of some pupils with emotional and behavioural difficulties]

Pupils often avoid activities requiring skills which they find difficult as a result of disability. For example, a pupil with poor hand co-ordination may avoid activities involving batteries, bulbs and wires because of difficulties in joining them. Providing simple push connectors will help this pupil to participate.

Pupils needs may be different even if their physical or sensory disability is the same. In differentiating tasks teachers need to consider the pupil's personality, motivation, perseverance and level of attainment as well as specific physical or sensory impairment

(Taken from: National Curriculum Council, (1991(a) *Science and Pupils with Special Educational Needs* York: N.C.C.) pp. 2-3)

Differentiation is then, a process whereby the teaching is organised so that children can succeed in achieving their own individual learning targets. These targets will obviously need to be set at a level which is achievable and in accordance with their individual needs, both as learners and as persons. It is this latter factor which is of most difficulty when setting targets for children with emotional and behavioural difficulties because of the complex relationship between their personal needs and their educational needs. The above definitions are only a starting point for all children. The complex process of differentiating for pupils with emotional and behavioural difficulties needs further refinement. The fundamental question of what the needs of children with emotional and behavioural difficulties are as learners, will be discussed in detail in Chapter 4.

An important part of differentiation for them seems to be the establishment of clear routines within the teaching and learning environment and the reinforcement of success in meeting targets by the celebration of that achievement within a teaching and learning environment founded on secure and trusting relationships.

Shaun, aged 7, looked at his page of sums. "I can't do these f---g sums", he said and tore the sheet up. "Of course you can, Shaun" said his teacher and gave him another (duplicate) sheet. This happened several times, with Shaun getting more and more upset, ending with his having to be "held" on the floor. Throughout, the teacher told him he could do the sums and that she would help him. Eventually Shaun calmed down and got up. He asked for a new sheet, sat down at his table and did all the sums. When he had finished the teacher told him how well he had done, marked the work and attached a sticker to it and sent him off to show the Head. The comment she wrote was "Well done, Shaun for having the confidence to do your sums".

The importance of paying attention to the personal needs of the children is emphasised by a study carried out by the National Foundation for Educational Research (NFER) (Straddling and Saunders, 1991) which talks about differentiation by "dialogue". They maintain that the more that is known about the pupils' emotional strengths, level of motivation and current levels of understanding of knowledge, concepts and skills, the easier it is to plan effective teaching and learning. They maintain that this can only take place in an environment which enhances the pupils' self-esteem and feelings of confidence. Such an environment could well be similar to those earlier described as "therapeutic". All children need an environment like this for achievement in learning to take place, although for children with emotional and behavioural difficulties, it is much more crucial.

Cooper (1995) makes the point that:

Effective curriculum delivery depends on the ability of the whole institution to support the individual pupil by giving him or her opportunities to develop a positive sense of self, which is the basic requirement that everyone needs to take on new challenges of the type imposed by the formal curriculum.

(p. 8)

In the case example above, Shaun's teacher had the ability to be able to set his work at a level she knew he could cope with. She overcame his reluctance to try it by sheer persistency, backed by training within a supportive staff group: she realised he wasn't just being naughty. His achievement in learning was reinforced by it being celebrated, not only on the work itself, but also by positive comments and a rubber stamp "Good" on the work.

Co-operation between schools for children with emotional and behavioural difficulties and mainstream schools prior to the introduction of the National Curriculum.

Schools for children with emotional and behavioural difficulties and mainstream schools have always liaised. This has been for three main reasons:

- in order to facilitate the transfer of pupils in both directions. To enable pupils to transfer into separate special schooling without feeling, as much as possible, that they had "failed" and to enable pupils to undertake courses in mainstream schools or to reintegrate into mainstream schools.
- for "social" reasons. To enable special school pupils to take part in extra-curricular and other activities involving the local community
- for co-operation in various educational initiatives, for example over the examination courses and courses included in the Technical and Vocational Education Initiative (T.V.E.I.). Any curricular co-operation comes within this third category.

Special School / mainstream school links through the T.V.E.I. scheme were welcomed by HMI who said, "The TVEI project can be credited with assisting in breaking down what appear to be major barriers between schools". (D.E.S., 1989(f), Para.. 90). This was certainly so in the Kettering area of Northamptonshire, where special schools were full members of the T.V.E.I. consortia and took part in the planning of courses in co-operation with mainstream schools. This was part of an overall L.E.A. scheme called "The Alternative Approach", which was led by a seconded mainstream Headteacher with a team of seconded teachers from different schools, who developed courses with their subject colleagues throughout the area, including colleagues from special schools.

Schools for children with emotional and behavioural difficulty had no experience of organising examination courses at that time and mainstream schools within the Alternative Approach allowed the Kettering school access to their Mode 3 C.S.E. courses.

These practical links continued to be an effective vehicle for co-operation between phases when the courses were up and running. Similar initiatives were established at the time of the introduction of the National Curriculum which followed the Education Reform Act of 1988 (D.E.S., 1988).

Written accounts of such co-operation do not appear to exist. The journal of the leading professional organisation for those working with children with emotional and behavioural difficulties, The Association of Workers for Children with Emotional and Behavioural Difficulties, (AWC EBD) has no papers in it dealing with co-operation between mainstream schools and schools for children with emotional and behavioural difficulties from Spring 1983 to Autumn 1995. (*Maladjustment and Therapeutic Education* until the end of 1991 and *Therapeutic Care and Education* from then on). There is a great deal of anecdotal evidence of such work from workers in the field, but nothing on paper. This is similar to the paucity of references to the relationship between emotional and behavioural difficulties and self-esteem, highlighted in the last chapter.

Discussions with colleagues working in this field appear to suggest that any initiatives over co-operation have been stifled by a feeling that they must get on with teaching the National Curriculum. They also report less willingness for co-operation between schools and, certainly, the fall in influence of L.E.A.s and the increased numbers of Grant Maintained schools, following on from the Education Reform Act of 1988 (D.E.S., 1988) has led to an increasing isolation of all schools. The initiatives which colleagues report seem to be based on placements for pupils in mainstream, mainly for examination courses, and not for shared curriculum development. Incidental to this, but also of importance, is that practitioners in these schools tend to be completely involved in what they are doing; any emotional energy they may have is not available for writing accounts of what they are doing.

For example, the Northamptonshire day schools for children with emotional and behavioural difficulties of which I was Head in the 1980's, developed informal links with local mainstream schools. Originally, it had been intended to establish links with only one school, and this school went so far as establishing a post of responsibility for liaising with us, but this proved to be impracticable. Certain departments were more favourably inclined to co-operation than others. In the end, each subject co-ordinator in the special school

formed a link with a "sympathetic" mainstream department in any local school. This system of links with "sympathetic departments" worked well and the subject co-ordinators from the special school were able to borrow course materials and equipment. The subject co-ordinators were also able to use curriculum plans and examination courses. They were also able to attend staff training, leading to an introduction of the National Curriculum (D.E.S., 1988) at the same time as mainstream schools in the town. It was, however, not possible to "lift" curriculum plans directly for use in the special school and modifications had to be made to the teaching methods and content in order to make them accessible for pupils with emotional and behavioural difficulties. These modifications to the course content or teaching approaches were passed back for the benefit of the mainstream teachers so that they could use them with their more difficult pupils.

The main characteristics of the "sympathetic departments" were:

- the Head of Department was an effective leader in the development of courses and course materials. He or she was concerned about inclusive curricula and was able to carry the rest of the department with him or her.
- they adopted a child-centred approach which recognised the individual learning needs of each pupil
- courses tended to be appropriately differentiated for the perceived needs of each child
- the learning experiences were practical and hands-on
- the children clearly enjoyed the subject in that school

Also at this time, there were a series of co-operative area approaches between the secondary schools in the area over T.V.E.I. The special school, of which I was Head, took a full part in this process. (However, it must be said that a considerable battle was waged with the Inspector for Special Educational Needs, who originally decided that schools for children with emotional and behavioural difficulties should not enter the scheme at first!

This was despite it being pointed out to him that such schools are, arguably, the closest special schools to mainstream schools as far as the curricular needs of their pupils are concerned.

Schools for children with emotional and behavioural difficulties had been teaching courses similar to T.V.E.I. for some time as part of an essentially child-centred approach which attempted to prepare their pupils for leaving school and taking up their place in society, including the world of work. A "residential experience", "work experience", "community service" and "mini-enterprise" were the essential elements of the T.V.E.I. initiative in the 1980s and were designed to prepare pupils for leaving school and taking up employment. Schools for children with emotional and behavioural difficulties dusted off their existing courses and turned them into T.V.E.I. courses.

The Northamptonshire "T.V.E.I. Special Schools Handbook 1988/89" (Northamptonshire County Council, 1989), highlights the way in which the county's two secondary day schools for children with emotional and behavioural difficulties were linking courses with the College of Further Education and with "link" comprehensive schools within their T.V.E.I. Consortia. One of these comprehensive schools had gone so far as to appoint a member of staff as a "liaison teacher" with the neighbouring school for children with emotional and behavioural difficulties.

So far, the discussion has been about links at secondary phase. There is no evidence of curriculum links at primary phase in Northamptonshire; the only links being for easing the transfer of pupils or for "social" reasons: groups of pupils often took part in games activities and activities like school plays and concerts in local mainstream schools, but there was no attempt to form curriculum links as such. This situation was also found to be the case when I became an adviser in Hertfordshire and there were even very few links between the children in the L.E.A.'s special units for children with emotional and behavioural difficulties attached to 23 mainstream primary schools and their mainstream counterparts. Why were they attached to mainstream schools if they were not being integrated into mainstream classes?

Initiatives in co-operation between different schools were greatly helped by Local Education Authority (L.E.A.) advisers and inspectors. They were aware of the work of the specialist subject departments. They had usually been involved in the appointments of the Heads of Department. They often ran training courses for subject teachers. They put like-minded and effective teachers in touch with each other. Teachers from special schools could be referred to such teachers in mainstream schools and in other special schools. "Why don't you talk to....." became a useful way of initiating and fostering collaborative working and disseminating good practice.

The main advantages of such co-operation and collaboration for the special school were:

- access to the latest developments in the teaching of a particular subject
- an opportunity to maintain contact with one's subject specialism
- a chance to check the breadth and balance of the special school's curriculum against the breadth and balance of the mainstream curriculum.
- a chance to develop courses, in particular courses leading to external examinations, which were suitable for children with emotional and behavioural difficulties.

The advantages of such co-operation and collaboration for the mainstream school were:

- an opportunity to develop courses which were relevant to the needs of disaffected pupils
- an insight into how the curriculum can be developed and delivered in a way which manages behaviour

Special schools and mainstream schools found mutual support in the areas of;

- pastoral care
- personal and social education
- the development of behaviour policies.

Unfortunately, such links do not appear to be common. Jowett et.al. (1988) in their National Foundation for Educational Research (NFER) study into the links between special and "ordinary" schools, examined links before the introduction of the National Curriculum. They found that there were a number of "informal" links over the transfer of children and for social reasons (as already discussed) but they found very few links which could even be tenuously described as co-operation over curriculum development.

I was certainly one who advocated, at that time, a model of organisation of teaching and learning for children with emotional and behavioural difficulties with a continuum of provision based on the notion of equality of curricular opportunity and the concept of the special school as a service to mainstream schools and their more difficult pupils. This was the basis of the Hertfordshire Review into the education of children with emotional and behavioural difficulties which I chaired and wrote the report of, as Adviser for Special Educational Needs in 1991. The report advocated:

- a closure of residential facilities, arguing that there can be no educational justification for removing a child from home and that if a child needed to be accommodated elsewhere than at home then this was the job of the Social Services department.
- the closure of the County's primary units for children with emotional and behavioural difficulties attached to mainstream schools, arguing that, if a child could cope with mainstream school then that child could cope with a mainstream class.

- The establishment of "Area Secondary Centres" and "Area Primary Centres", the job of which would be to:
 1. offer advice, guidance, consultancy and support to mainstream schools over children who were perceived as having behavioural difficulties.
 2. give the opportunity of "time out" for pupils whose mainstream placements were in danger of breaking down and who were likely to be rejected and excluded from mainstream schools. These placements would be for specific periods of time and with behavioural targets, agreed with the child and his or her parents (mainly Ys 7, 8 and 9 in the secondary centres.
 3. offer longer term placements, in separate groups for children whose emotional difficulties were such that they were unlikely to cope with the large environment of a mainstream school.
 4. offer separate groups in the secondary centres for pupils whose behaviour was not likely to be ever be acceptable to mainstream schools (excluded pupils, mainly Ys 10 and 11)

I wrote some ideas up about this in a paper entitled "Towards the establishment of a curriculum model for working with children with emotional and behavioural difficulties" (Lund, 1992).

Unfortunately, the ideas and proposals expressed in the report were too revolutionary to be acceptable and the report was quietly suppressed. I nevertheless believe that this model offers a useful way forward in the provision of services to children and schools and despite the current difficulties in establishing links between special schools for children with emotional and behavioural difficulties and mainstream schools and I return to the argument in Chapter 7.

Present difficulties in maintaining links between schools for children with emotional and behavioural difficulties and mainstream schools.

Following the Education Reform Act 1988 (D.E.S., 1988), schools adopted responsibility for their own budgets under the Local Management of Schools scheme (L.M.S., or L.M.S.S. in special schools). With the advent of the last phase of delegation to special schools in April 1994, all schools now manage their own budgets. At the same time, the Education Act 1993 (D.F.E., 1993) has maintained the Local Education Authorities' responsibility for the formal assessment ("statementing") of children with special educational needs and for providing extra help for these pupils in mainstream schools.

Most L.E.A.s provide additional teaching or Special Support Assistant (S.S.A.) hours for pupils who are identified as having special educational needs. These support teachers and Assistants can be employed by the schools or can be part of a central service administered by the L.E.A.

Where support teachers and S.S.A.s are not part of a centrally based support service, their work is unco-ordinated and there are consequent difficulties over monitoring work and training and career development. Where support is allocated to a specific child, the adult working with that child can be perceived as the child's "minder". Often the support teacher or S.S.A. does not work with the subject or class teacher in developing appropriate teaching and learning approaches within the programme for that group. In general, as will be discussed later, children with emotional and behavioural difficulties need more help in the way the lesson is presented, whereas children with learning difficulties as such, need help with the content of the lesson. Often of course, the child with emotional and behavioural difficulties also has learning difficulties. As an Adviser, I often witnessed "support teachers" working alongside a child as a "minder". In practice, this usually involved helping the child to read a worksheet and to fill it in. The children with behavioural difficulties all told me that they hated to be "shown up" in this way. No attempt was made to work with the teacher in differentiating the materials and the teaching approaches. If the child is to have access to the lesson to which he or she is entitled, it is often the subject or class teacher who needs to be enabled rather than the child who needs direct teaching or direct support.

The other area of support to mainstream schools is through outreach from special schools. However, this is almost entirely limited to schools for children with learning difficulties. What is clear is that L.E.A. support services and outreach services from special schools do not work harmoniously together and most areas have either one or the other. The few examples of outreach work from schools for children with emotional and behavioural difficulties take place from large schools and "centres" in areas where L.E.A.s do not provide support services.

Chapter 1 has already discussed the increasing reluctance on the part of mainstream schools to work with children who exhibit inappropriate behaviour. L.M.S. and L.M.S.S., together with the opting out of L.E.A. control by significant numbers of schools has exacerbated this situation. It has also led to the situation where there is practically no co-operation between any schools today.

The decline in the central role of L.E.A.s has also led to the independence of advisory and inspection services. They are now "commercial" organisations firmly linked to a purchaser/provider model. Advisers and Inspectors are now no longer involved in making appointments of Heads of Departments or subject co-ordinators. Small schools (and practically all schools for children with emotional and behavioural difficulties are small), cannot afford the level of advisory services which they need to keep them in touch with the latest developments with regard to curriculum development and delivery. The result has been to further isolate schools for children with emotional and behavioural difficulties from mainstream schools and mainstream practice, which in turn has led to the development of the curriculum in isolation in these schools. The initiatives in integrating the curriculum, outlined above, have been reversed.

There are a few exceptions, however, which demonstrate that collaboration is continuing: Wallace (1995) reports on an initiative between a secondary school for children with emotional and behavioural difficulties, the Heath School, in Colchester, Essex and the neighbouring Stanway comprehensive school. However, the scheme seems to involve pupils joining in lessons at Stanway as a boost to their courses: Heath staff have helped to train Stanway staff in the management of behaviour but there seems to have been no attempt to co-operate in curriculum development and delivery.

Difficulties over the implementation of the National Curriculum for children with emotional and behavioural difficulties

The National Curriculum was introduced into all schools following the Education Reform Act 1988 (D.E.S., 1988). Although provision was made in the Act and in subsequent guidelines for exemptions and "disapplication" of the National Curriculum for certain pupils under certain circumstances, special schools in general have responded to it with enthusiasm and in practice children in schools for those with emotional and behavioural difficulties are not being exempted or "disapplied".

The National Curriculum has provided a common curriculum framework for all schools and has highlighted the entitlement of all children to a "broad and balanced curriculum, including the National Curriculum" (National Curriculum Council, 1989).

Special schools were fully involved with mainstream schools in the training provided by the L.E.A.s for the implementation of the National Curriculum and it would have been expected that they would maintain the links established during this process in order to ensure commonality of approach and continuity within the framework of the National Curriculum. This does not appear to have been the case, especially in the field of emotional and behavioural difficulties.

I have pointed out elsewhere (Lund, 1990), the various practical difficulties which schools for children with emotional and behavioural difficulties have had in the implementation of the National Curriculum. To summarise:

- * *Most schools for children with emotional and behavioural difficulties are small in size and therefore have a limited breadth of subject teaching skills within the staff*
- * *Many special schools are cross-phase*
- * *Teachers have traditionally been appointed because of their skills in interpersonal relationships and abilities to manage behaviour rather than for their subject teaching skills*
- * *Subject teaching skills are particularly lacking in the areas of Science, Mathematics, Technology and Modern Languages*
- * *Specialist practical facilities are lacking - especially in Science and Technology*

- * *Shared curricular initiatives with mainstream schools are difficult because of the large catchment areas of special schools for children with emotional and behavioural difficulties*
- * *In some areas, support teams have taken over the outreach work previously done by special schools. This has tended to remove traditional opportunities for shared curriculum initiatives with mainstream schools*
- * *Shared initiatives with mainstream schools have been threatened by the implications of L.M.S. and consequent resource problems in mainstream schools*

(p.80)

What seems to have happened since the introduction of the National Curriculum is that schools for children with emotional and behavioural difficulties have broadened their curriculum but are unable to adequately cover the whole requirements of the National Curriculum with such small staffs, especially at secondary phase; for example, a small staff of six teachers cannot allocate a teacher to each N.C. Subject and if a teacher wears more than one hat he or she cannot be expected to absorb the same knowledge of the curriculum as a mainstream colleague. However, the initial reaction of the staffs of schools for children with emotional and behavioural difficulties that it got in the way of enabling the pupils to come to terms with their personal and social difficulties, seems to have disappeared.

Progress has been made, but there is still a long way to go before the children in schools for children with emotional and behavioural difficulties have access to the full curriculum to which they are entitled.

It would now be useful to try to tease out what the essential differences are between the approaches to teaching and learning in mainstream schools and in special schools for children with emotional and behavioural difficulties to see if this can define the extra "something" needed in working with these children.

Chapter 4 Differences in teaching and learning between mainstream schools and schools for children with emotional and behavioural difficulties and the characteristics and needs of children with emotional and behavioural difficulties as learners

"Therapeutic Education" as pedagogy

Crucial to the concept of entitlement to a "broad and balanced curriculum, including the National Curriculum" (N.C.C., 1989) is the accessibility of the curriculum on offer.

At the core of any such accessibility, is the concept of differentiation, which has already been defined in Chapter 3 (p.60). However, the concept of differentiation has not been clearly defined or "conceptualised" (Laslett, 1977) as far as children with emotional and behavioural difficulties are concerned.

It could be argued that the "therapeutic education" developed by the pioneers in the education of children with emotional and behavioural difficulties was a form of "differentiation" which aimed to enable the child to acquire basic skills, knowledge and experiences. The process of teaching and learning in which these skills, knowledge and experiences were acquired was also used "therapeutically", i.e. to enable them to come to terms with and to resolve their emotional and behavioural difficulties. However, there were problems over the breadth and balance of the curriculum on offer. It is my contention nevertheless, that the basic pedagogy which was being used in schools for children with emotional and behavioural difficulties prior to the introduction of the National Curriculum was basically sound and that this sound pedagogy has been abandoned in the face of an assumption on the part of the schools that the National Curriculum requires a more formal and didactic approach.

The introduction of the National Curriculum into schools for children with emotional and behavioural difficulties

The National Curriculum has enabled teachers in schools for children with emotional and behavioural difficulties to check the balance and breadth of their curricula against good practice in all schools. However, they seem to have assumed that the National Curriculum calls for a formal, didactic, subject-centred approach to teaching and learning and have tended to abandon their more "therapeutic" approaches, developed over many years. The content of the National Curriculum is everything, the methodology of teaching is no longer seen as important.

As already discussed in Chapter 1, this seems to have had an adverse effect on the motivation of pupils with emotional and behavioural difficulties. If, as I contend, the methodology involved in "therapeutic teaching" is effective, the mistake made by early teachers of children with emotional and behavioural difficulties is to have assumed that certain subject areas were not "appropriate" for this approach. What today's teachers should then have done, when the National Curriculum was introduced, is to have analysed the process of teaching and learning already in place, audited the curriculum they had been offering against the National Curriculum and then introduced "new" areas, using the same methodology. The "therapeutic" methodology appears to have been lost in most schools for children with emotional and behavioural difficulties, and even more alarming, the teachers who were involved in this approach are around the age of retirement.

As Laslett pointed out as long ago as 1977, workers with these children have not "conceptualised good practice" in teaching and learning for children with emotional and behavioural difficulties. A better term might be "appropriate practice". What is appropriate practice and how can it be recognised?

I have been unable to find any accounts of research into working out what the essential elements of differentiating teaching and learning through the "therapeutic" approach actually are and then transposing this methodology throughout "a broad and balanced curriculum, including the National Curriculum" (N.C.C., 1989).

I decided that, first of all, I needed to pin down what it was that special schools were doing in organising teaching and learning which was different from mainstream schools. It might

well be that the methodology was similar but emphasised different approaches to differing extents. I decided to look at how a special school Year 7 class was taught the same Programme of Study as a Year 7 mainstream class and to try to pin down the essential differences in methodology, or emphases within a common methodology.

A study of specific differences in teaching and learning between Year 7 History groups in a mainstream comprehensive school and a special school for children with emotional and behavioural difficulties

In order to undertake this study it was necessary to identify two schools, one secondary mainstream and one secondary special school for children with emotional and behavioural difficulties (hereafter referred to simply as a "special school"). This problem was more difficult than I expected because as has already been discussed in Chapter 3, there is very little co-operation between any schools in the wake of the Education Reform Act 1988 (D.E.S., 1988)

Informal feelers were put out through the Association of Workers for Children with Emotional and Behavioural Difficulties (AWC EBD), the oldest and most influential organisation in the field. It was publicised that it was hoped to examine areas of shared curriculum design, development and delivery between mainstream schools and schools for children with emotional and behavioural difficulties. An appeal was also published in the Association's journal, *Therapeutic Care and Education*. Despite this, no shared work for the development of curricula emerged. The only contacts seemed to be for informal reasons, as discussed in Chapter 3. Teachers in schools for children with emotional and behavioural difficulties seemed to be almost completely isolated from mainstream colleagues over curriculum design and development.

In the end, a formal curriculum link was set up between two teachers who had already had some informal discussions over courses: one in a mainstream comprehensive school and the other in a L.E.A., day and residential, special school for children with emotional and behavioural difficulties aged 11-16 years.

The aims of the study were to:

- define the characteristics of children with emotional and behavioural difficulties as learners
- identify the way in which the curriculum was delivered in order to respond to these characteristics
- identify good practice in curriculum delivery.

The plan for the study was:

- the topic to take about two weeks
- observe a mainstream Year 7 group and a special school Year 7 group working on the History topic and discuss it with the teachers and pupils involved
- record any specific differences of approach between the two environments
- interview the pupils informally during the project in order to try to ascertain their understanding of the concepts involved
- observe and interview the two teachers involved in order to compare their preparation of the topic and their teaching styles

Research methodology

The instruments used were observation and interview.

Observation.

Researchers have traditionally worked in a way which could be described as akin to scientific research. The main elements were to observe a situation or phenomenon which was caused the researcher to ask the question "Why?" Following on from this, the researcher put forward one or more hypotheses; explanations as to why it might be so. The next stage is to set up experiments which might be able to answer each hypothesis. The results of these experiments are analysed and conclusions drawn as to whether or not the hypothesis is correct. Whatever the conclusions, scientific knowledge is increased. This form of empirical research is objective, in that the researcher forms no part of that which is being investigated (apart from the element of experimental error).

Research in the social sciences is more difficult, in that data is less empirical. It is usually obtained by human observation and often by observations of situations in which the observer participates in the activities. In such a situation, the researcher is inevitably subjectively involved in the process. However, providing the researcher recognises this, and makes such subjectivity part of the variables being considered, then the effects of such subjectivity can be reduced.

Croll (1986) attempts to make classroom observation, which is essentially subjective, as objective as possible by looking at classroom activities under various "variables":

Variable 1 - Teaching Organisation

Variable 2 - Reading / Non Reading

Variable 3 - Curriculum Content

Variable 4 - Child Activity

Variable 5 - Pupil Interaction

Variable 6 - Mobility / Fidgeting

In practice, it was found to be impossible to adhere to these "variables". The main problem was the extreme differences between the two learning environments. In the end, it was decided to organise the observations as loosely as possible by simply noting what was going on in the teaching groups and noting any circumstances which appeared to demonstrate that knowledge had been gained by the pupils, including verbatim comments, where possible.

In the next Chapter, the work of Schön (1983) and Easen (1985), who advocate a system of "reflection" for professionals, as a basis for professional development is discussed. This system of "reflection-in-action", advocated by Schön, is akin to action research, in which workers research concerns and issues as part of their actual working process.

Observation is as objective as the observer makes it. There is a great temptation to see that which it is expected to see and to ignore that which does not fit in with any preconceptions. I had not thought in any depth about the kinds of approach to curriculum delivery which might become apparent. I was aware, from informal preliminary observations and conversations with the two teachers concerned that they were both committed, hardworking teachers who cared about their pupils and who had a concern for them. I anticipated that, as they talked about children in a similar way there would be little difference in fundamental teaching styles. No attempt was made to analyse the concept of the "good" or effective teacher before the research was carried out (this is discussed in Chapter 5).

The different school settings obviously led to differences in the way in which the observations were carried out. The mainstream classroom had about twenty pupils in the group whereas the special school classroom had about six pupils in the group. This meant that I was less conspicuous in the mainstream classroom than in the special school classroom.

However, the mainstream group was less used to having visitors in the room with them and were therefore less at ease talking to them, whereas the special school group were used to visitors and to talking to visitors. On the other hand, the mainstream pupils were less distracted by visitors than the special school pupils. In practice, it was difficult to be as detached in the special school group as all adults tend to become involved in the groups' activities. This difference can also be noticed during inspections of younger and older schoolchildren; the younger the children, the more the inspectors are drawn into the activities by the children.

Notetaking was a problem, as the special school pupils became very suspicious if they saw me making notes. Notes had to be made very surreptitiously or made from memory afterwards.

An observation prompt was produced (See Appendix 2), but this proved to be of more use for checking information at the stage of collation rather than as a working tool. It did, however, focus attention on maintaining links with the issues behind the observations.

Interviews

The teachers were interviewed informally before and after the project. Before the first interview, a modified form of the checklist, *Profile of Organisational Preferences* (Dean, 1983) was given to each of the teachers in order to try to establish their teaching styles and organisational preferences (see Appendix 1). It was hoped that this would give a base line for comparing actual observed differences between teaching approaches during the project. It also helped in defining the information required from each one and formulating teacher interview prompts to obtain it.

The interview prompts for the teachers interviews at the end of the project (see Appendix 3) were designed to highlight the differences in learning needs between the groups of children in order to compare these with any differing styles of teaching.

The interviews of the pupils were more difficult to structure. It was necessary to talk to them to find out what they thought of the project and to try to ascertain whether or not they had achieved a reasonable understanding of the knowledge, skills and experiences involved. These were to be, by nature, subjective and this is a major drawback in this study because I have no independent assessment of their achievement in learning. Nevertheless, I believe that it does constitute a useful basis on which to establish further, more objective, research.

The other problem was that the mainstream pupils were not used to talking about themselves and their work, whereas the special school pupils were. On the other hand, the special school pupils were much more suspicious of enquiries about their work, however benign, because of their life experiences of difficulties in their relationships with adults, particularly teachers who may have made them feel failures.

Assessment

It is extremely difficult to be objective about assessing whether or not learning has taken place without formal testing, especially when such different learning environments are being compared. It is relatively easy to assess work which is produced on paper and the mainstream pupils had full folders of worksheets and other materials. The folders of the special school pupils were much more sparse and the evidence of their learning had to be much more varied. This need to assess progress in learning is a fundamental obstacle to gauging effectiveness of methods in the area of emotional and behavioural difficulties, where pupils find great difficulty in expressing themselves in concrete forms, and indeed can be totally suspicious of and opposed to, working on paper.

Present day assessment is discriminatory to these children and all schools need to review assessment and to put in place alternative forms of assessment. In amongst these might be video, audio tapes, computer programmes and interviews. (see further discussion at the end of the Chapter, p. 80)

The timetable for the research was:

1. Interview each teacher in order to explain the aims and objectives of the research .
2. Ask each teacher to complete the *Profile of Organisational Preferences* (Dean, 1983)
3. Enable each teacher to co-operate over the preparation of the topic in each school
4. Observe two lessons in each school
5. Look at pupils' completed written work
6. Interview selected pupils to try to ascertain their understanding of the topic
7. Interview the teachers to gain their perspectives on the topic, the different teaching approaches and the effectiveness of those approaches.

Description of the research

A suitable secondary school for children with emotional and behavioural difficulties was not difficult to choose as it was the only school, of the five in the Local Education Authority willing to take part. This school was residential and day and served the whole of this shire county to the north of London.

Fortunately, there was also a member of staff in this special school willing to take part in the research. Coincidentally, the teacher, Mrs E., had already approached a mainstream colleague, Mrs M., for help over the development of a Humanities scheme of work and so a relationship was already established.

This automatically chose the comprehensive school; a large school of about 900 pupils, in a medium size town to the north-east of London. Mrs M. was Special Educational Needs Co-ordinator for the school and also taught Humanities within Key Stage 3.

The special school teacher looked at the mainstream teacher's Humanities scheme of work for the coming few weeks and selected a project lasting about two weeks which would fit into the Humanities syllabus at the special school. It was found that a convenient project in History was due to be devoted to "**The Romans**" in the middle of the Easter term. This fitted into the National Curriculum, (D.E.S., 1991, *History in the National Curriculum*, Key Stage 3, Core Study Unit 1, "The Roman Empire", (p.37)). The two groups concerned were from Year 7 (Y7), achieving the age of 12 in that current academic year.

The mainstream teacher had produced a Scheme of Work based on this area of the National Curriculum. The special school teacher then examined this scheme of work and, based on her knowledge of the special school pupils, made various adjustments and changes to content and presentation, in order to make it more appropriate for the pupils in her group. The *Profile of Organisational Preferences* (Dean, 1983) exercise showed that the mainstream teacher, Mrs M., saw herself as child-centred and preferring to work in a topic-based approach (see Appendix 1). This was borne out by the way in which she organised this particular project: She involved the local environment as a resource; the children worked collaboratively in groups; teaching was practical and involved a hands-on approach with visits to sites of interest, model making and the use of drama and simulation. There was extensive use of printed materials, both as worksheets and to give background information. The pupils were given a great deal of responsibility for organising their own work and for recording what they had learned.

In contrast, the special school teacher, Mrs E., saw herself as child-centred but tended to be more formal in her teaching (see Appendix 1). She preferred to work in a topic-centred way and to emphasise a hands-on approach but she did not feel that the pupils should be or could be given so much responsibility for working on their own and for recording what they had learned. As a teacher of children with emotional and behavioural difficulties, she maintained that it was necessary to structure their learning and to be more directly involved in the recording of their work than her colleague in the mainstream school. An example of this could be seen in the visits to sites of interest, where the pupils

were, inevitably, more closely supervised and directed than the pupils from the mainstream school.

The groups of children in the mainstream and special schools had different attitudes to learning and responded to the teaching in different ways. This was clearly illustrated by the responses the teachers gave afterwards to check sheets about the "difficulties" they had found with the project (Appendix 3). Over a number of the "difficulties" relating to the pupils, the special school pupils scored higher on their teachers' assessments. This was particularly so with regard to: poor literary and numeracy skills, distractibility, depression, over anxiety, chattering, moodiness, lack of interest in subject matter, disaffection, and group dynamics; all factors relating to the emotional and behavioural difficulties of the pupils. Factors relating to the working environment, co-operation between teachers and resources scored similarly between the two groups.

The pupils' attitudes, based on observations of them in the lessons, were within a continuum of being very interested in the topic to not being very interested in the topic. The mainstream pupils tended towards being extremely interested, whereas the special school pupils tended towards not being very interested in the project at the beginning. The special school pupils became more interested as the project went on and they became more involved in it. They were most involved when they were engaged in practical activities, like the outing to Verulamium and the Roman banquet. These differences in attitudes to learning, and hence the differing learning needs of the pupils, became very apparent through the observations of the lessons, described below.

It was difficult to compare the lessons in the two schools. They tended to be of different lengths. The mainstream lessons, whilst in a continuum, were divided much more into separate blocks. The special school lessons tended to run into each other as progress varied wildly from lesson to lesson, depending on the "teachability" of the pupils from day to day. This, in turn, meant that the project took longer in the special school. It was therefore decided to look at a two week period during which the topics of *Roman Towns* and *Roman Food and Drink* were examined in the mainstream school and the equivalent topics for as long as they took in the special school, rather than at specific lessons.

In practice, the same topic took about 50% longer in the special school than in the mainstream school. This was because of varying degrees of receptiveness to learning: a lot of the time set aside for teaching and learning was taken up with settling pupils down and dealing with behavioural difficulties.

Lesson observations - Introductory sessions

The mainstream teacher had prepared several worksheets which introduced the topic of Roman towns. She had also collected various books from the school and county library and from the local museum. The walls had various pictures and charts showing Roman buildings and also a time-line to illustrate the period under study. The tables were arranged in groups of two or three, enabling the pupils to sit in groups of four, five or six. There were 23 mixed-ability pupils on roll, and they had been in the school for half a term.

The pupils entered the room. The teacher greeted them and asked them to sit down where they liked. They put bags and coats on a bench behind the door before sitting down. Boys tended to sit with boys and girls with girls. They talked quietly and stopped when the teacher asked for their attention.

The teacher reminded them that they had finished their last project and asked one or two questions relating to it. She introduced the new topic of "The Romans" and asked them what they knew about them. Most children were able to tell of personal experiences of visits to Roman sites, locally and further afield. One pupil had walked on Hadrian's Wall. The teacher asked a number of pupils questions, apparently randomly.

She then introduced the first theme of this topic and asked if they knew of the Roman town remains at Verulamium, not far from the school. Most children knew of them. They discussed them.

The teacher put a large plan on the wall and pointed to various buildings. The pupils discussed with her the functions and names of the different buildings. She then handed out new folders in which to keep the work for this topic and a handout plan of Verulamium with a list of the main buildings. The pupils were asked to label the buildings on the plan.

The pupils worked on this for the rest of the session. Occasionally a child put up his or her hand and asked a question. Children who finished first were told to look at the resource materials and some were told they could colour their plans.

At the end of the lesson, the teacher told them about the next lesson, which would be a visit to Verulamium. She explained that they were going to look for the buildings on the plan and to discuss how the inhabitants of the town actually lived in the buildings.

The special school teacher had prepared for the first session in a similar way, with books and resources from local libraries and from the Verulamium museum. She had also been to the site already and had taken a series of photographs of various buildings. The classroom had pictures on the wall and a display of these photographs. She had also acquired a computer program of illustrations of Roman buildings with labels which could be dragged and pasted next to each one. She had a box of materials; cardboard and so on, and also glue and scissors. The tables were arranged singly at one end of the room and several were pushed together to make one large table area at the other end of the room. There were five pupils in the group, some of whom had joined the school for an induction period last term prior to joining the school formally at the beginning of term.

The pupils entered the room in dribs and drabs. Some were clearly upset about an incident which had happened at breaktime. One pupil was pursued by another, older pupil into the classroom and was "dissuaded" from assaulting the pupil by the teacher and edged out of the room. While this was going on, the remaining pupils huddled round the large table area and discussed what had been going on. One of the pupils gestured in my direction and said "What's 'e doin' 'ere?"

The teacher managed to persuade the pupils to sit at the individual tables and to open their folders. She told them about the project. One pupil had been to Verulamium already and described it as "boring". The teacher showed them her pictures and photographs and discussed with the pupils what all the buildings were for. The pupils showed little sign of interest.

The pupils were pleased at the thought of an outing from school "but only if we manage to get through this work first", warned their teacher. She told them that she wanted them to undertake the exercise on the computer, in pairs and to begin making a model of a Roman Town. She negotiated with them the order for the computer work and for which pupil was going to make which building.

The pupils working on the computer worked by themselves, occasionally asking the teacher about some aspect of the program (mainly to do with the functioning of the computer).

The rest of the group sat round the table and began to work on the model. The teacher laid out a large piece of card and helped the pupils draw in the outline of the streets, together with the sites of the buildings they were going to make. The teacher "decided" she would make a building too. The pupils got on with their models, occasionally flaring up when one of the others monopolised the glue or a pair of scissors. While they worked, the teacher discussed the buildings and talked about what they were used for. She pointed out features on the photographs she had taken and also on pictures of reconstructions she had obtained at the museum.

At the end of the session, the pupils grudgingly cleared up and the teacher told them that for the next lesson they would be going to visit Verulamium. She showed them some worksheets she had prepared with questions they had to answer. The pupils weren't very interested in the visit to Verulamium, as such. They were more concerned that they would get back in time for dinner. They gave the impression that they were looking forward to going out but not to going to Verulamium.

I asked the teacher in the special school why she had organised things differently from her colleague in mainstream. She explained that a number of the pupils were held back by poor literacy skills. They tended to reject any work which was based on writing. She had found that, if the topic is introduced in a practical way then the interest in the subject is aroused and the pupils are then willing to undertake some written work. She also said that she found that they found great difficulty in relating to themes of which they had no experience. The trip to Verulamium would make the topic much more personal because they had actually been there.

Lesson observation - Field trip to Verulamium

Once at Verulamium, the mainstream group followed a closely defined programme and worked hard finding out information to complete their worksheets. The worksheets consisted of a plan, with a list of buildings underneath. The pupils had to find where the buildings were on the ground and to label the plan. They also had to find out from the legends attached to each building what the buildings were for. The teacher acted as guide and "expert" but left the information gathering to the pupils. The pupils moved round the ruins in order and completed the worksheets as requested. On or two had problems with reading the labels, but most completed the work. At the end of the visit, the teacher held a question and answer session with the pupils before they returned to school. Once back in school, it was not possible to continue with the project until the next timetabled lesson, which was two days later.

The special school group had a simplified version of the same worksheet. It was designed to be easy to read and to concentrate on the main features. It was much more prescriptive. They did little recording on the sheets. The teacher acted much more like a "guide" than the mainstream teacher and pointed out the features of interest, relating them to her preparation beforehand with the pupils. She took a series of photographs of the pupils looking at these main features. The special school pupils were more vociferous in their appreciation of the exercise than the mainstream pupils and made that appreciation much more obvious. They were keen to question their teacher and me about what they saw. At the same time, their attention spans were short and they tended to wander from place to place in response to what caught their eyes. They tended to drift off to look at things which they perceived as immediately interesting and not to where their teacher suggested they should go. Buildings relating to toileting and washing proved interesting to both groups. Their teacher and I responded to this by responding positively to their interest at that time and explaining things to them and answering their questions. At the end of the trip the teacher checked to make sure that they had noted all the relevant details and helped them fill in the gaps. She then collected all the clipboards and sheets to take back to school. The recording of observations had been difficult for some of the pupils and, in my view, got in the way of looking at the ruins and listening to the teacher. It might have been an idea to use a pocket memo tape recorder to record the answers to the questions on the sheets. As

it was, the teacher had to spend quite a lot of time filling in the blank spaces on the sheets; a process in which I became involved.

Lesson observation -The follow-up

The next lesson in the mainstream school was about collating the information from the worksheets used during the visit and relating these to texts and pictures which the teacher had gathered. The pupils had to write up the visit from the angle of a visitor to the town who was being shown round by a friend who lived there. I sat with them as they were doing this and the pupils were able to answer my questions about the buildings and what they were used for. Two of the pupils had difficulties in writing and the teacher had provided them with a sheet of "key words", with mini sketches as illustrations. They produced less work than the others and were unable to talk about the visit to the same extent. Towards the end of the lesson, they all worked in small groups (4-6) on individual drawings of buildings. These were coloured with felt-tip pens and then stapled and stuck to the plan of the town, which the teacher had already sketched on the wall. They found no difficulty in working collaboratively. The mainstream pupils were able to demonstrate a great deal of written work, both on worksheets and in folders.

Back in school, the special school pupils began to work on the project, which they were able to do straight away (after they had had their lunch!). It was as if they needed the stimulation of the visit before they became interested in it - here was something they had seen and felt and which was therefore part of them. Having said that, they still found difficulty in working through their worksheets and indeed, in writing anything about what they had seen but they were able to relate what they had discovered on the ground to the pictures they had in class. The teacher constantly asked them questions about what they had seen and followed up the answers by pointing out an additional fact or a feature on a picture. I was able to move around the group asking about what the buildings were for and they were able to talk to me about what they had seen. I was left in no doubt that they understood the main buildings of a Roman town and their uses.

In the next lesson, the teacher encouraged them to use drawings and photographs and also use word processing and a computer programme to stimulate interest. She showed great skill in persuading work out of them by relating the work to what they had seen and showing them the photographs she had taken. These photographs put a personal slant on the Roman buildings as the pupils were pictured in front of them or inside them. The photographs tied up with the model each pupil was making. During this process, she worked alongside the children rather than directing them; she was part of the group involved in the learning process. The buildings they had seen were also related to their own models, which continued to progress. The teacher sat and worked with them and it was at this time that a great deal of the teaching and learning took place. The teacher would ask a question about a particular building and the pupils would answer, or the pupils would ask about something they remembered seeing. I was involved in all this process. Part of this worked as a result of a dialogue between the teacher and me; sometimes it was obvious that a particular pupil was not able to talk directly about his or her experience. The teacher would say to me that she that "Peter" had looked as if he was a centurion outside the guardhouse. I would reply that, yes, I thought he did and I wondered what it was like to be a centurion. Often "Peter" would join in the conversation as to how he would have felt. The talk went on about what life was like in the towns and how people lived. It was a natural follow on to the next part of the project; *Roman Food and Drink*.

The teacher was careful to present each stage in the project in small steps. When a child was unable to understand what was required, she would present the work in a slightly different way - perhaps suggesting a more graphical approach, for example. Often the teacher suggested that the pupil use the computer; in order to assist with word-processing, where handwriting or spelling was a problem, or to give "space": the face to face teaching and learning was too threatening for the child at that moment and the computer screen was less personal and able to be coped with. Even then, there was the odd occasion when a child pronounced that a piece of work was "rubbish" and tore it up. On these occasions, the teacher rescued the pieces and carefully stuck them back together later; pointing out how "awful" it is to destroy your own work. Often, the child was able to transfer the material on the torn sheet onto the computer or to make a fair copy of it, once he or she had come to terms with the fact that it was not "rubbish"

The special school pupils were more ready to talk about their experiences and to speculate about them than the mainstream pupils, not only to their teacher but to other adults in the school and visitors to their classroom. I felt that, as I had shared the actual visit with them, I was somehow part of the "club" - I had shared an experience with them and had seen what they had seen. As a result of this, they were able to talk about what they had seen and the teacher and I were able to ask about, "How did you feel when you were in the gatehouse, James?" The special ethos in schools for children with emotional and behavioural difficulties seems to be related to the way in which teachers and children "share" experiences and the way in which this seems to encourage communication between the children and adults and encourages them to talk. The pupils are used to having adults around and to talking to them.

At the end of this part of the project, the special school pupils did not have the same concrete evidence of achievement as their mainstream counterparts. They did have some worksheets which they had filled in but these had been completed after a lot of prompting and help from the teacher. The folders also included a number of drawings of buildings, some not finished. The pupils appeared to be happiest when copying printed drawings or colouring in photocopied teacher's drawings. Their folders also contained computer printouts of the program on labelling buildings and one or two word-processed accounts of the trip to Verulamium. The teacher had used the trip as a basis for writing an account of a visit to a Roman Town in one of the English lessons, which she also taught the group.

The stratagem of working on individual buildings worked well. There was some argument about whose building should go where but on the whole, the finished model demonstrated a considerable achievement. They had managed to share in each others' buildings through the discussions they had had with their teacher (and with me) during the construction and assembly of the model.

The best confirmation that the children had achieved in learning about the Roman town and its buildings came from discussions with the pupils about what they had seen and what they understood. This demonstration of learning could have been recorded using audio recordings.

The *Food and Drink* part of the topic centred round a Roman banquet in both schools. It is not intended to go into the sessions in as much detail because a great deal of the style of the lessons and the way in which the teachers related to their pupils is common to both parts of the project. There were certain features, however, of note: In the mainstream school, parents were invited to the banquet as part of enabling them to be aware of their children's achievements and to look at the exhibition of work resulting from the project. The role play and costumes produced were quite limited in the mainstream school because of the constraints of working within a more academically restricting environment.

The special school did not attempt to invite parents, mainly because of the difficulties of access for parents to the school: a number of parents lived some distance away. They did, however, entertain a group of older pupils. The role play was far more elaborate than in the mainstream school. These older pupils clearly enjoyed the experience, which helped to raise the status of these, the youngest, pupils in the school. A great deal of trouble was taken over the costumes, which were produced in collaboration with a teacher colleague who taught textiles. There was a certain amount of acting out on the part of one pupil in particular: he was going to take part and then he wasn't. In the end, he had a temper outburst and ran off and could not be persuaded to take part. The teacher stepped into his place and eventually, the pupil was able to creep back in and join in on the edge of proceedings.

The same differences in approach were noted as for the work on *Roman Towns* and the special school pupils had far less to show for the work they had done in terms of written work. However, their teacher was able to bring in other areas of the curriculum, in co-operation with colleagues and there were examples of food technology, craft work and costumes produced in sessions involving other teachers. Again, it was obvious from the way they reacted in the sessions and in question and answer sessions with their teacher that they had a fair grasp of the core knowledge within the project.

This has enormous implications for recording, reporting and assessment in schools for children with emotional and behavioural difficulties, as has already been discussed, if they are to demonstrate, not only that they have covered the relevant part of the National Curriculum, but also understood it. However, access must be demonstrated in order to fulfil accountability over entitlement.

Achievement was demonstrated in the special school by:

- written accounts
- speaking (discussions and answering questions)
- IT
- modelling
- photographs
- role play

These can be recorded by:

- checklists
- IT
- audio recordings
- video recordings
- photographs

Comparisons between the written work produced by these children and mainstream counterparts are discriminatory, if they rely on written work produced.

The characteristics of children with emotional and behavioural difficulties as learners and the implications for the organisation of teaching and learning

Children with emotional and behavioural difficulties bring their experiences of failure in learning and in personal relationships with them into the learning situation to a greater extent than other children.

Teachers tend to only accept children under certain conditions: they will teach them but only if they conform to certain expectations as learners and behave in what they perceive to be an acceptable way. However, children with emotional and behavioural difficulties need a more unconditional acceptance based on a relationship founded on mutual respect and trust, which could be likened to the nurturing relationship between a parent and child where the parent nurtures the child and the child feeds and grows emotionally and physically (Salzberger-Wittenberg et. al., 1983).

Where the child has failed in the parent/child or adult/child relationship, then the effect is to lower the child's self-esteem (Coopersmith, 1967, Purkey and Novak, 1984). The child is wary of relating to adults because of the residual pain of having "failed" in previous relationships. Teachers of children with emotional and behavioural difficulties experience this wariness and cannot understand why they as "nice", professional adults, cannot get a positive response from the children. It is easy to forget that it takes years to overcome what it has taken years to create.

Rogers (1951 and 1961) brought together the idea of the "self" as the concept of reality for each person. He said that the "self" strives for consistency and that the person behaves in a way which is consistent with their idea of that "self". Experiences which are not perceived as consistent with that person's ideas of his or her own "self" are perceived as threats and are either distorted or denied. A child with low self-esteem finds great difficulty in accepting that he or she has achieved.

Self-concept changes as a result of maturation and learning, almost entirely as a result of interactions with others - "significant others". In time a person becomes fully functioning or "self-actualised". Children who have failed in personal relationships or in learning tend to be distrustful of "significant others" and will often "test out" relationships. They will also find great difficulty in co-operating in learning experiences with others. This is entirely consistent with the classroom observations made as part of this study.

The children in the special school were reluctant to commit themselves to paper and it could be argued that to do so would be to risk exposing themselves to manifest failure. They were, however able to demonstrate knowledge by talking and to demonstrate skills by doing. It was noticeable that the special school teacher took considerable pains to present work to each child which was within their capability, so that they did not assume failure before they tried it.

The teacher in the special school demonstrated the following skills in differentiation:

- The work was broken into small stages and if it was noticed that the children were not understanding, the work was presented from a different angle.

- Success was reinforced at every stage by praise, encouragement, display work and by involving other adults to take an interest in the work and to show approval of it.
- Information Technology was used to stimulate interest in the subject and also to give a chance to overcome poor handwriting and spelling through word-processing
- Often, the child could not respond in a face to face situation with the teacher, which is at the core of any teaching and learning. The teacher often used I.T. in order to make the process less personal and to give space between her and the child.
- The teacher gave immediate positive feedback: One of the consequences of low self-esteem is the inability to concentrate on anything outside the here and now. Learning experiences therefore need to be perceived as personally relevant at that time.
- Co-operative working grew out of individual working and the teacher gave opportunities for working together in a way which did not mean that one child was dependent on another or in competition with another: for example, the whole group made a model of a Roman town, with each child making a different building. These children find great difficulty in working in groups or in pairs.
- The teacher persisted in trying to interest the child, even when it was obvious that he or she had insufficient emotional energy to pay attention to the topic in hand. The child was given space and the opportunity to be included in the teaching and learning at an appropriate time. Often, the teacher was able to put the learning into a different mode; for example, using the computer or drawing instead of writing. The skilled teacher appears to know the right moment and the right approach and keeps on

trying from his or her repertoire until an approach interests and motivates the child.

- The teacher talked to the children about the theoretical (or knowledge) element of the project and discussed ideas about it when the children were involved in practical activities. For example, a lot of information was discussed and apparently understood and retained, when the whole group, including the teacher, was involved in making a model of a Roman town. These children find written work difficult, not only because of poor literary skills and the low self-esteem which results from them, but also because they prefer not to record what they perceive or anticipate as failure. They also find difficulty in abstract concepts, which tend to be perceived as not relevant to their current situation.
- The project work was reinforced by using associated subject areas. Food Technology was used to give information about food and drink and Drama was used in the banquet activity. The children gained status and confidence from demonstrating their knowledge to the rest of the school community.
- The project took about 50% longer than it did in the mainstream school. For the teacher, the very skilled and specialised differentiation of the curriculum was very time-consuming. The teacher virtually prepared several parallel lessons for each session; for individual children and with differing approaches. This has implications for curriculum links between special and mainstream schools.

To summarise:

- Organise teaching and learning in accordance with the learning needs and personal needs of each child
- Enable each child to achieve

- Use a wide variety of learning materials
- Develop a number of different teaching approaches within each lesson
- Reinforce learning through topic work and cross-curricular themes
- Motivate by using Information Technology
- Allow space between the teacher and child by using Information Technology
- Ensure that the child perceives the learning as personally relevant
- Be sensitive to the emotional energy of the child
- Allow time

The two teachers concerned in this small study were obviously skilled practitioners but the teacher in the school for children with emotional and behavioural difficulties concentrated much more in responding to the personal needs of the individual children within a much tighter framework.

The implications for assessment, recording and reporting for children with emotional and behavioural difficulties

The difficulties over assessment of whether or not learning has taken place for children with emotional and behavioural difficulties has been discussed during the account of the curriculum study in this chapter. However, if children with emotional and behavioural difficulties are going to have access to an entitlement curriculum, accountability rests on demonstrating that learning has taken place, i.e. that the teacher has successfully differentiated the content and teaching approaches to enable the child to learn.

In the current Ofsted Handbooks, (Ofsted 1995(a), (b) and (c)), under 5.2 *Curriculum and Assessment*: *"judgements should be based — in relation to assessment, the extent to which:*

- ◆ *there are effective systems for assessing pupils' attainment;*
- ◆ *assessment information is used to inform curriculum planning*

(p. 76)

Later on the Handbook states; *"Evidence includes comparison of pupils' work with teachers' assessments and records."*

(p.83)

Later on still it says, referring to subjects of the National Curriculum, *"for each subject the report must include evidence of :*

- *Pupils' attainment, drawing on evidence of what pupils know, understand and can do by the end of the relevant stage*

(p.126)

It seems logical that most teachers are going to assume that Ofsted means written work by "pupils' work" and yet, as has already been discussed, the evidence for learning in pupils with emotional and behavioural difficulties is rarely in the form of written work. This has enormous implications, not only for the accountability of schools and teachers but also for pupils' achievements in external examinations.

In the old C.S.E. courses and in the first G.C.S.E. courses, it was possible to devise a system of continuous assessment through course work. This worked well for pupils with emotional and behavioural difficulties because as has been seen, they take much longer than their mainstream colleagues in completing their work. They also have a habit of destroying their work if upset. Continuous assessment allowed the teacher to gather up pieces of work as and when suitable pieces were produced and chances of successfully passing the subsequent coursework assessment were good. For this reason, terminal examinations and assessment, given to pupils at a set time and in a set place are discriminatory. It is purely a matter of chance as to whether these pupils have the emotional energy to complete such tasks when required. This is clearly illustrated by an example from the school of which I was Head, dating from 1985:

Esther (16) was intelligent, articulate and creative. Unfortunately she had such low self-esteem that she was unable to accept her abilities. From time to time she produced outstanding pieces of prose and poetry in her English lessons. From time to time she announced that they were "rubbish" and tore them up. Her teacher often managed to rescue them from the bin and stick them together. When Esther was feeling better she perhaps re-wrote them or even word processed them. Her teacher kept the good pieces of work carefully. When it got near to GCSE time, Esther had a major temper outburst. The furniture in the classroom suffered and so did my ankles. "I can't do this f---g GCSE English", she said. When she had calmed down her teacher pulled out the pieces of work she had done. "Yes you can, Esther", she said, "you've already done six of the eight pieces of work you need. You only need two more". Esther settled down and did two more pieces of work. When she met the external examiner (the teacher from the "sympathetic" local comprehensive school department who linked with the school's English co-ordinator) she said that it was a pleasure to talk to her, and incidentally, how much more articulate and expressive the school's children were compared with her mainstream pupils. Esther got a Grade 3: today she would not have turned up for the terminal examination.

Children with emotional and behavioural difficulties cannot be solely assessed on the written evidence of their learning and other ways of assessment need to be considered, like responses to oral questioning and video and audio records.

Having examined the characteristics of children with emotional and behavioural difficulties as learners, it is now appropriate to examine how teachers respond to the needs of these pupils in order to develop effective teaching and learning. What makes an effective teacher?

Chapter 5 The effective teacher

My subjective perceptions of the two teachers referred to in the last chapter were that they were effective; they enabled the children they were teaching to achieve in learning. As far as assessing effectiveness is concerned, according to the Ofsted Handbook (Ofsted, 1995(a),(b) and (c)) criteria, *"the report must include evaluation of:*

- *pupils attainment, drawing on evidence of what pupils know, understand and can do by the end of the relevant stage;*
- *progress made in relation to pupils' prior attainment;*
- *pupils' attitudes to learning;*
- *any strengths and weaknesses in teaching and other factors which contribute to the standards achieved in the subject.*

(p. 126)

The question remains as to what effective teaching skills actually are, and in particular, what they are for children with emotional and behavioural difficulties. Are the skills which were demonstrated by the special school teacher, whose work was described in the last Chapter, the same basic skills or different from the skills demonstrated by the mainstream teacher? If they are the same skills, are they used differently or to a greater extent?

Perhaps it would be a good idea to start with a general discussion about effective teachers.

General perceptions of the effective teacher

It could be argued that the effective teacher is one who enables children to realise their full academic potential and to succeed in learning. However, as has been discussed in the last Chapter, the emotional needs and behavioural difficulties of the children can hinder the process of teaching and learning. Attention has to be paid to these needs during the teaching and learning process and indeed, learning sometimes cannot take place until these needs have been addressed. To quote Laslett (1977)

... the child's personal, social and educational readjustment is not going to be achieved by teaching the same subjects as ordinary schools rather differently with different teachers.

(p. 149)

The Schools Council *Education of Disturbed Pupils* project (Wilson and Evans, 1980) asked schools and "units" for children with emotional and behavioural difficulties to list six personal qualities from a checklist, which they considered valuable in staff working with children with emotional and behavioural difficulties (or "disturbed pupils" as they were termed in this project). The following responses were recorded and reported in the book reporting the background to the research (Dawson, 1980):

1. *Maturity of personality - 83%*

This included all responses relating to what many would regard as major and essential components or ingredients of the mature personality, for example, stability, independence, self-control, ability to work with others, discretion, humility, experience of life, common sense and a range of interests.

2. *Warmth to children - 75%*

this included all responses which implied attitudes which would give children the feeling that somebody cares, that is, responses which implied such things as affection, caring, concern, "being on their side", "willingness to listen", sympathy, love and parental approach.

3. *Teaching skills - 64%*

This included all responses referring directly to teaching skills or to personal abilities which are an integral part of good teaching, for example, "the ability to stimulate others" and "personal intellectual ability".

4. *Insight - 47%*

This included all responses which suggested an ability on the part of staff to see beyond the surface meaning of behaviour, either intuitively or as a result of study or training, to gain a deeper understanding of the needs and personalities of others, especially the children's and possibly also of their own.

5. *Sense of humour - 48%*

This was almost a self-delineating category, the actual words "sense of humour" making up almost all the responses included.

6. *Adaptability or flexibility - 42%*

This included all responses suggesting a willingness to adapt or learn, or versatility and imagination.

7 *Commitment - 39%*

This included all of those responses which implied a commitment, interest or enthusiasm for the work, a persistence or tenacity in the work, or a personal faith, dedication or philosophy.

8 *Ability to control children - 38%*

This included all those responses which referred to such things as consistency, confidence, fairness, management skills, natural authority and strong personality

9 *Strength and stamina*

This included all responses referring not only to physical strength and stamina, but also to reliability and dependability in periods of crisis or stress

10 *Ability to make relationships*

This included all responses which suggested an ability to be accepted by others as well as to accept others, that is, responses which suggested things such as empathy, sensitivity, ease of contact, understanding, an attractive personality or a "sort of person children choose".

11 *Moral qualities - 15%*

This included all responses referring to qualities of honesty, integrity, loyalty, conscientiousness and sincerity

12 *Others - 10%*

This included those responses which did not appear to be adequately encompassed by the feel or ambience of other categories, for example, "lively personality", "questioning mind", "a satisfactory sex life"

(Dawson, 1980 pp 24-25)

As Dawson sums up:

Qualities related to maturity or personality, warmth to children and teaching skills were nominated by more than half of the responding schools and qualities relating to insight and a sense of humour were nominated by under one half of schools.

(p.26)

Wilson (1985) subsequently commented on the attributes of what she described as the "good" teacher:

The good teacher shows a caring attitude, courtesy, respect, humanity, kindness and interest. These are conveyed by the way one speaks to the children and comments on their work. I have asked children who had had problems why they were doing better now, and they would say: 'The teachers here care about you, they mind about you, they listen to you' or 'They don't shout at you and make you feel silly'.

(p. 82)

She stresses the importance of the child feeling that he or she can "...talk things over with a teacher"..."...there is a way of listening which any human being can do". However, some people have to work at it!

Rogers (1969) examined the characteristics of the successful counsellor and said that they need "acceptance", "genuineness" and "empathy":

Acceptance means unconditionally accepting the child as a person, without condoning or accepting the behaviour being exhibited.

Genuineness means that the child must feel that the person is sincere.

Empathy is the concept of putting oneself into the place of the child and appreciating his or her feelings and concerns while not moving from one's own place.

To sense the client's private world as if it were your own, but without ever losing the "as if" quality - this is empathy, and this seems essential to therapy

(Rogers, 1967)

The three factors of "acceptance", "clearly defined limits" and "respectful treatment" show clear parallels between self-esteem theory and research and the views of practitioners in the field of educating children with emotional and behavioural difficulties.

Within the framework of a person's personality and experiences which have formed his or her self-esteem, behaviour is always logical, if unacceptable:

... even though we do not have the wisdom to enumerate the behaviour of another person, we can grant that every individual does have his own private world of meaning, conceived out of the integrity of his personality.

(Axline, 1966, p.15)

Rogers (1969) put forward the concept of "freedom to learn". In order for children to become "fully functioning", the teaching and learning process must be changed so as to:

...free curiosity; to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of enquiry; to open everything to questioning and exploration; to recognise that everything is in a process of change.

(p.164)

He goes on to list ten guidelines for creating a facilitating emotional and intellectual ethos:

- 1 *The teacher must communicate his trust in the student from the very start.*
- 2 *He must help students to clarify and articulate their individual group objectives.*
- 3 *He must assume that pupils have intrinsic motivation that will enable them to pursue their studies.*
- 4 *He must act as a resource person who makes available the widest range of learning experiences possible for the objectives selected.*
- 5 *He should be a resource person for each individual.*
- 6 *He should learn to recognise and accept emotional messages expressed within the group.*
- 7 *He should be an active participant in the group.*
- 9 *He should maintain empathetic understanding of group members' feelings.*
- 10 *Finally, he must know himself.*

(pp 164-165)

(With apologies that Rogers chose a male teacher as an example)

Effective teachers as raisers of self-esteem

The low self-esteem of children with emotional and behavioural difficulties has already been discussed in Chapter 2. A child's self-esteem is influenced by the information he or she receives back from "significant others". The teacher therefore, needs to be able to provide conditions for teaching and learning which lead the child to succeed and to make favourable judgements about him or herself.

Among the conditions that appear to be associated with the development of positive self-judgement are acceptance, clearly defined limits, respectful treatment, reasonable yet challenging standards and psychological defences to deal with adversity.

(Coopersmith and Feldman, 1974 p. 203)

At the same time:

...children need guidelines within which to operate, standards to gauge competence and progress, and assistance in dealing with difficulties beyond their immediate present skills.

(op. cit. p. 203)

The child needs to feel that; "significant others" care about him or her, needs standards to use as guidelines for progress, and stable and secure boundaries within which he or she can feel secure. Children do not come into this world with their own framework of controls. They need to have a secure external framework of control until they develop their own, personal "controls from within" (Redl and Wineman, 1952)

The factors which teachers identified in the 1980 Schools Council Survey (Dawson, 1980) as being effective in enabling "maladjusted" children to resolve their difficulties is of interest. The indicators are obviously dated, for example, there is a reference to "remedial" teaching. In addition to this, the indicators are clearly based on a "medical" model of "maladjustment"; hence the reference to "opportunity for regression", "individual psychotherapy", "drug treatment", "behaviour therapy" and "group therapy". Nevertheless, they form the only review of the views of practitioners to date as to the effectiveness of various approaches to working with children with emotional and behavioural difficulties. A number of the indicators would be valid today, and match the factors associated with increasing self-esteem. The table on the next page is taken from Dawson (1980 p. 34.)

Rank	No. of Schools	Treatment number	Treatment description
1	112	2	Warm caring attitudes in adult-to-child relationships
2	111	11	Improvement of self-image through success
3	110	7	Remedial teaching in the basic skills
4=	103	8	Creative work in the arts
4=	103	13	Opportunity for shared activities with other children
6	101	17	Individual counselling and discussion
7	100	1	A varied and stimulating educational programme
8	97	19	Continuity of chil/adult relationships
9	94	18	Freedom to express feelings
10=	84	22	Firm consistent discipline
10=	84	20	Teaching of social skills
12	79	21	Group discussion with teacher or child care staff
13	78	12	Opportunity for regression
14	57	5	Shared responsibility
15	48	4	Systematic use of incentives and deterrents
16	46	14	Unconditional affection
17	31	9	Individual psychotherapy (under direction of a trained therapist)
18=	28	6	Drug treatment
18=	28	3	Programmed learning
20	25	10	Techniques of classroom management derived from learning theory
21	16	15	Behaviour therapy with individual pupils (under direction of psychologist)
22	13	16	Group therapy (under direction of trained therapist)

(Taken from:

Dawson, R. (1980) *Special provision for Disturbed Pupils: A Survey* London: MacMillan p.34)

When asked to rank factors in order of their importance as "treatments" they chose (in order):

...warm caring relationships, improvement of self-image through success, firm consistent discipline, a varied and stimulating educational programme and continuity of adult/child relationships.

(Dawson, 1980, p.43)

Teaching is a very individual and teacher-specific skill. As all Headteachers know, every teacher on their staff teaches in a completely different way, in accordance with their own personality. At the centre of each individual's approach is the way in which that individual teacher relates to others and in particular, to children. This depends on the way in which the teacher feels about him or herself. As a Headteacher, I found that this was crucially linked to a teacher's own self esteem, and this point will be discussed in more detail later.

The self-confidence of the teacher in his or her own skills is also important. It seems as if teachers can make any approach work, simply because he or she believes that it will work. This seems to provide the security for the child's learning to take place. This was clearly demonstrated by the N.F.E.R. research project into different teaching styles (Barker-Lunn, 1984). Both "formal" and "informal" teaching styles (see Chapter 2) were found to be effective and the research teams suggested that it was the belief and confidence in one or other approach by the teachers which made either approach effective.

Judith had not had a very happy period of training as a teacher. She was not perceived to be "academic". She was also unhappy as a mainstream teacher of Art where she was made to feel that she could not keep order in class. She drifted into my day school for children with emotional and behavioural difficulties by accident. I observed her in action; she appeared to be completely disorganised and that there was very little ordered behaviour in her teaching groups and yet ---- All the pupils were busily occupied, all had things to do and everyone was enjoying themselves. There was an active "buzz" of activity.

In fact, Judith had work prepared for each pupil and more work, if that proved to be inappropriate. She was like a broody hen with lots of chicks all looking for food in the farmyard. The children were actively engaged in learning and it was noisy, but so what? they were involved.

I talked to her about the session during a supervision period (supervision is discussed later on). She coloured up. "Wasn't it awful?", she said. I asked her what she meant. She explained that she had not felt in control and that I must feel that she could not cope. I described to her what I had perceived and she looked at me in amazement. She departed from that session with increased confidence to continue as she was and a large smile on her face. I got used to that look of amazement when I reflected positive experiences to her over the next few months, but she went on from strength to strength and the Art Room and the walls of the school became covered with colourful displays of pupils' work. One of these displays found its way to the foyer of County Hall, and --- her history pupils began to pass examinations. The more formal approach of her colleague teaching English next door (where there was also a "buzz", incidentally) might appeal more to a casual observer, but the children and I valued the skills of both of them.

The teacher needs to feel confident that he or she is a good teacher in order to enable children to achieve their full potential. There is no right and wrong way to teach, only varying degrees of personal skill. In order to recognise and develop these skills, teachers need to feel that they are accepted, liked and respected by the children they teach, and by the senior management team of the school.

Laslett (1977) says that the "professionalism" of the teacher is crucial, no matter what the approach, the teacher has to be well-prepared and to know their subject matter inside out. They have to feel an overwhelming urge to share what they are doing with the children.

Will was a pottery fanatic. If he had had his way he would have taught pottery to his pupils all the time. He even took clay with him on camping expeditions and, such was his enthusiasm, that the children sat round the camp fire in the evening, modelling the mountains. I am quite sure that his success in teaching CSE English was due to the modelling work he incorporated into the creative writing sessions. He was certainly behind Jeffrey going on to take pottery at FE College and his subsequent career in ceramics; as well as his C.S.E Grade 3 English pass.

The study of Kolvin (1981) and his colleagues in Newcastle-upon-Tyne of the effectiveness of various approaches to working with children with emotional and behavioural difficulties, found that there were strong correlations between outcome measures and the therapeutic qualities of "extroversion, treatment assertiveness and openness". There were strong

negative correlations between some outcome measures and the therapists' qualities of "warmth and gentleness, neuroticism, charm and good relationships". They expected the opposite of these findings, except for "neuroticism". They explain this away by saying that "different therapeutic qualities are required in school intervention than in a clinic or outpatient intervention". They cite the "hurly burly" of the school as perhaps one reason why a "greater degree of assertiveness and extroversion is needed than in the clinic and the sensitive empathetic specialist might well be overwhelmed in the school setting".

There are a number of dubious conclusions here: Children with emotional and behavioural difficulties have failed in personal relationships and in learning, as has already been discussed. They also need firm controls while they are establishing their own inner controls. Redl and Wineman (1952) speak of "controls from within"; the child has no inner controls and so the caring adult controls the child by putting him or her into a secure framework. As the child develops inner controls the adult's controls are gradually removed until the child is working on his or her own inner control system.

The teacher needs to not only be in control but to demonstrate that control. Any demonstration of what is perceived as "weakness" by the child will result in insecurity in the child and consequent acting out; testing to see how secure the situation is. Often, teachers need to make children feel secure by demonstrating their control in a manner which is larger than life: there is a need for assertiveness in which the teacher is able to say, for example, "We *don't* behave like that in here", even though the group of disaffected 16-year-olds looks pretty threatening and aggressive. Kolvin and his colleagues have gone for an either/or teacher personality. The teacher of children with emotional and behavioural difficulties needs to demonstrate caring by controlling. There might be some perceived conflict between child-centred progressive approaches, which appear to be effective with children with emotional and behavioural difficulties and the concept of "control", but in this context, control does not mean authoritarianism, it means providing a secure framework within which teaching and learning can take place.

English child care law is founded on the notion that the welfare of the child is paramount. At the same time, care often means control. By very nature of the relationship between adults in school and pupils, it is sometimes necessary for adults to demonstrate caring by

physical control when children are out of control. Following the Children Act, 1989 (HMSO, 1989) and the greater attention being given to children's "rights" teachers are becoming reluctant to demonstrate care through control over their pupils.

Modern society, quite rightly, places great emphasis on the rights of the child and children's allegations of possible assault are listened to very seriously by the caring professions. School staffs should at all times be aware of the levels of permissible control and their responsibilities to the children they are working with. At the same time, they need to protect themselves.

The Government has guidelines on permissible forms of "Physical containment" in Circular 9/94 (D.F.E., 1994(c) Paras 115-117, pp 37-38). Local Education Authorities (L.E.A.s) also have policies on the permissible forms of physical control and restraint and these should be appended to a school's behaviour policy and formally approved by the Governing Body as official school policy. Any action which is questioned, consequent to an incident, will then have been undertaken in accordance with official procedures. Should any court action follow, accused members of staff will then be more secure.

There is a very fine dividing line between care and control on the one hand and assault on the other. Teachers are reluctant to place themselves in a position where they might be accused of abuse and instead of demonstrating overt control over difficult pupils, they are distancing themselves by abrogating responsibility for them. This could well be another reason why the numbers of excluded pupils are increasing (see Chapter 1).

The self-esteem of teachers

The personality and self-esteem of the individual teacher seems to be an important factor in teacher effectiveness and needs to be considered as objectively as possible when assessing the effectiveness of various teaching approaches, whether in mainstream or in schools for children with emotional and behavioural difficulties. So far research, like that of the N.F.E.R. project into formal and informal approaches (Barker-Lunn, 1984), already discussed above, does not take into account the personality of the effective teacher. This is

probably because personality is such a different concept to define, and consequently to research. The two teachers involved in the study reported in the last Chapter taught in quite similar ways but were different personalities, as far as I could judge. How far the organisation of the way in which they taught their pupils was down to their personality, cannot be assessed from the observations I made. However, an assessment could perhaps be linked in a further study to the self-esteem of the teachers involved because there are a number of studies which appear to demonstrate that teachers with high self-esteem are more effective than teachers with low self-esteem. There is no doubt that, in the case of Judith, outlined above, she became more secure in her role as a teacher following on from the supervision sessions I had with her, in which I attempted to reflect her effectiveness back to her. The concept of supervision is discussed later.

Self theory research indicates that "teachers with the clearest and most positive sense of self, based upon quality professional ideas, are in the best position to facilitate learner self-perceptions", (Beane and Lipka, 1984). "Children value teachers who have a capacity for warmth, understanding, interest in students and who are dynamic" (Hamachek, 1978). Combs (in Hamachek, 1978) cites several studies which indicate the way in which good teachers typically see themselves:

1. *Good teachers see themselves as identified with people rather than withdrawn, removed, apart from or alienated from others.*
2. *Good teachers feel basically adequate rather than inadequate. They do not see themselves as generally unable to cope with problems.*
3. *Good teachers feel trustworthy rather than untrustworthy. They see themselves as reliable, dependable, individuals, with the potential for coping with events as they happen.*
4. *Good teachers see themselves as wanted rather than unwanted. They see themselves as likeable and attractive (in personal not physical sense), as opposed to feeling ignored and rejected.*
5. *Good teachers see themselves as worthy rather than unworthy. They see themselves as people of consequence, dignity and integrity as opposed to feeling they matter little, can be overlooked and discounted.*

(p.167)

Good workers in any sphere probably feel in this way about themselves but it is because of the effect on the pupils that teachers' own self-esteem is of such importance.

Burns (1982) quotes research by La Benne in which he found that there was a significant relationship between the teacher's self-esteem and the pupil's perception of him or herself in the classroom.

... success in teaching is certainly associated with a positive view of oneself, confidence and adjustment.... in the broadest sense of the word, good teachers see themselves as good people. Their self-conceptions are, for the most part, positive, tinged with optimism and coloured with healthy self-acceptance.

(Burns, 1982 p. 255)

The effects of teacher self-esteem are crucial: Hamachek (1978) says that "how we perceive others is highly dependent on how we perceive ourselves". Teachers with low self-esteem are more likely to take inappropriate behaviour as aimed at them personally and they are certainly not going to be able to enhance a child's low self-esteem through the teaching and learning process if they feel threatened when a child rejects their teaching. In one of the few pieces of research into self-esteem and the effectiveness of teachers working with children with emotional and behavioural difficulties, Scheuer (1971) found that there was a significant gain in academic achievement in children who saw their teachers as possessing a high degree of unconditional regard for them. Trust has to be earned and cannot be imposed by over-authoritarian didactic approaches, which are rejected by children with emotional and behavioural difficulties. Authoritarianism is not the same as control, however. This was clearly demonstrated by the teacher in the school for children with emotional and behavioural difficulties who was discussed in Chapter 4, who worked with the group rather than as a director of the group. At the same time, she was very much in control of the group.

Reflecting on practice and "supervision"

Effective teachers also seem to be aware of their strengths through a process of self-reflection.

Schön (1983) has developed a concept of the professional who adopts a strategy of "reflection-in-action". He maintains that "professional practice has at least as much to do with finding the problem as with solving the problem found". Reflection-in-action is a

process of thinking on ones feet. The "professional" is a person who comes across the same occurrences in his or her work again and again and because of this, is able to use the experiences gained in the past to deal with new experiences – a system of what Schon calls "knowing-in-action". "If the professional learns to be selectively inattentive to phenomena that do not fit the categories of his knowing-in-action, then he may suffer boredom or "burnout". Such use of the skills acquired by experience has a positive effect on the professional's self-esteem. He draws a firm distinction between the "expert" and the "reflective practitioner", as shown in this table:

Expert	Reflective Practitioner
<i>I am presumed to know and must claim to do so regardless of my own uncertainty.....</i>	<i>I am presumed to know, but I am not the only one in the situation to have relevant and important knowledge. My uncertainties may be a source of learning for me and for them.....</i>
<i>Keep my distance fro the client and hold on to the expert's role. Give the client a sense of my expertise but convey a feeling of warmth and sympathy as a "sweetener".....</i>	<i>Seek out connections to the client's thoughts and feelings. Allow his respect for my knowledge to emerge from his discovery of it in the situation.....</i>
<i>Look for deference and status in the client's response to my professional persona.</i>	<i>Look for the sense of freedom and of real connection to the client as a consequence of no longer needing to maintain a professional facade.</i>

(p. 300)

Schön sees the professional development of the teacher as based on a system of "supervision" which "would concern itself less with maintaining the teacher's coverage of curriculum content than with assessment and support of the teacher's reflection-in-action".

The true professional has no need to be an "expert". If he or she does not know how to handle a particular situation, then there should be no hiding behind the expert's facade. The supervisor can enable the professional to become aware of his or her skills, which are then available to use in each new situation.

The way in which a teacher's sense of confidence and self-esteem can be enhanced through "supervision", as illustrated by the case study of Judith, above. Supervision is a process of support and professional reflection originally developed by the Social Work profession. In this model, each social worker has a regular session with his or her senior in which they both reflect on difficulties being experienced and the senior makes the worker aware of skills and personal strengths which he or she has used on previous occasions. They then discuss how these strengths and skills can be used to overcome the current difficulties.

The model is very suitable for adaptation in schools, particularly schools for children with emotional and behavioural difficulties and fits in with the model outlined by Easen (1985).

... 'thinking' schools begin with 'reflecting' teachers; teachers who establish for themselves what are their 'limits' and how they can reach beyond them; teachers who establish an inner dialogue between the action they take and the reflection they make; teachers who establish their own 'vision' for their own practice.

(p.129)

Easen points out that much of the process of "coming to take charge of your own world and, in particular, of having real control over your own learning" is to do with confidence; "Confidence both to define and resolve one's own problems" "Needs have to be defined both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing the perception of needs". He says that "...if a school wishes to draw upon external agencies, it should be in order to service those teachers who have realised their own power and wish to create change for themselves". However, he goes on to point out that teachers, like everyone else, tend to cling to their self-image, "the urge to maintain a consistent self-image is so strong that we tend to deny, ignore or manipulate evidence to eliminate contradictions".

Such an approach, built into the curriculum policy of each school could be used to facilitate reflection on success in teaching for each teacher and enable them to differentiate their personal teaching of the curriculum.

The recommendations of the National Steering Group on teacher appraisal (D.E.S., 1989(e)) are compatible with this approach: It sees the aims of appraisal as being:

——— a continuous and systematic process intended to help individual teachers with their professional development and career planning, and to help ensure that the in-service training and deployment of teachers matches the complementary needs of individual teachers and schools.

(p. 3)

They advocate that appraisal should start with "self appraisal"; "that all teachers should be expected to reflect on their own performance".

At the core of teacher appraisal is the "Appraisal Interview", which should involve:

- * *further consideration, if necessary, of the teacher's job description*
- * *review of the work done, successes and areas for development identified since the last appraisal*
- * *discussion of professional development needs*
- * *discussion of career development, as appropriate*
- * *discussion of the appraisee's role in, and contribution to, the policies and management of the school, and any constraints placed on the appraisee's work by the school context*
- * *identification of targets for future action / development*
- * *clarification of points to be included in the appraisal statement*

(p. 11)

It notes that "appraisal interviews are likely to be successful only when:

- * *both appraiser and appraisee are well informed and well prepared*
- * *the topics to be discussed are agreed in advance*
- * *discussion concentrates on the areas on which information gathering had focused*
- * *the interview is free from interruptions*

(p.12)

The regulations for appraisal are laid out in Circular 12/91 (D.E.S., 1991). Although one of the aims of appraisal is laid down as "assisting school teachers to realise their potential", (Para. 4), the actual regulations in force are much more geared to dealing with teachers' failures than to encouraging reflection on success. The emphasis is on "improving skills

and performance", "identify potential for career development" and "help school teachers having difficulties with their performance" (Para. 4). The proactive emphasis of the Steering Group has been replaced with a more reactive emphasis in the regulations. Nevertheless, schools have considerable latitude over their interpretation of the regulations.

Chris Woodhead, Chief Inspector of schools is reported as saying ("The Guardian" 14-12-1995 p.7) that the rise in numbers of "basically uneducated" young men who were filling prisons was nothing to do with special needs or social circumstances or class sizes. "It is the failure of the teacher to teach." He further claimed that there were "15,000 incompetent teachers". "We must restore a belief in the teacher as an authority who knows more than his pupils and has a responsibility to teach". No wonder that teachers are so demoralised and unable to cope with their pupils' disruptive behaviour.

Teacher training and the development of expertise and confidence in working with children with emotional and behavioural difficulties.

It is unfortunate that specific external training for teachers of children with emotional and behavioural difficulties is no longer widely available. Whilst conceding that the skills needed for working with these children are necessary for working with all children to a certain extent, training relating to the greater degree of specialism in working with the most difficult children is not available to the same extent as it was when they were referred to under a medical model as "maladjusted"

In 1970 there were five major university courses in England and Wales which trained teachers to work with children with emotional and behavioural difficulties (or "maladjusted" children, as they were then labelled). Teachers could be trained in aspects of Child Development, Educational Psychology and behaviour management techniques which enabled them to undertake working specifically with these children.

Throughout these training courses, there was a recognition of the importance of personal reflection. It was recognised that teachers who understood themselves and how they felt about themselves and their life experiences were better equipped to understand the children with whom they would be working and also have a greater resilience in their work with

children with emotional and behavioural difficulties. This area therefore formed a core element within these courses.

At the end of them, it was hoped that the participants would have a clear idea of their own personal capabilities and strengths and also a clear idea of emotional and behavioural difficulties in an educational setting. In practice, the teachers would have a clearer understanding of the dynamics of the relationships between them and the "maladjusted" children they returned to teach.

Any such in-depth examination of "self" in relation to others cannot be done as effectively on a disjointed ad hoc, part-time basis and so the courses were usually full-time and lasted an academic year.

One of the fundamental requirements of such courses is the element of face-to-face contact with the tutor, who becomes almost like a counsellor to the students, and the stimulation of sharing concerns with other practitioners within a group. This is extremely difficult to achieve in a part-time course or through distance learning.

Another feature of these courses were visits to various institutions for children with emotional and behavioural difficulties. It was possible to observe skilled teachers in operation and to talk to them. Often these teachers and Headteachers had themselves been trained on the same course. There was a background of shared values and beliefs; a shared philosophy of why the children behaved in the way they did and how they could best be helped. From my experience of teachers working with children with emotional and behavioural difficulties at this point in time, they are working on their own, trying to make sense of their day to day work with these children, their own personal needs and their own values.

Specific courses had a positive, reinforcing effect on the students and at the end of these courses, they felt that they had the knowledge and personal strength to undertake the work. Above all, they had the confidence to believe that they knew what to do and to exercise appropriate care and control without thinking about it. Such self confidence arguably led to a rise in self-esteem in the teachers and a consequent sense of security amongst their pupils, leading to a rise in their own self-esteem.

Unfortunately, there are no longer any full time courses specifically designed for teachers of children with emotional and behavioural difficulties. The University of Birmingham started a distance learning course in 1993, but it is difficult to organise the essential group interaction and support necessary for the process of self-review which appears to be necessary in equipping teachers to understand and respond appropriately to such behaviour through distance learning. Perhaps schools themselves will become centres for such training, with input and validation from universities and colleges. The Association of Workers for Children with Emotional and Behavioural Difficulties (AWC EBD) has been running a course for practitioners validated by Christchurch College, Canterbury for several years.

All other current training takes place under the special educational needs (SEN) umbrella. It is debatable if children with emotional and behavioural difficulties fit easily into the official learning difficulties model of SEN. The crucial divide seems to be with regard to a pupil's suitability, or otherwise, for mainstream education. For most pupils with special educational needs, the difficulties either relate to access to the learning facilities or special equipment to facilitate learning or to learning difficulties. Where children have learning difficulties which stem from their emotional and personal difficulties, they do not fit comfortably into a mainstream setting. Often, the unwillingness or inability of the mainstream schools to cope with them means that they need to be removed to a specialist facility, especially when their behaviour is affecting the learning of the other pupils. Although they may well have learning difficulties, their overlying and predominant difficulties are emotional and behavioural. The sheer size of some mainstream schools and their apparent impersonal ethos exacerbates pupils' emotional and behavioural difficulties: their removal from such an environment can in itself, be therapeutic. Unfortunately, unless this is done as a process of positive intervention and help, it will be seen as punishment to the child involved.

This means that teachers undertaking a "generic" SEN training receive useful training into dealing with their pupils' learning difficulties but little or no help in dealing with their emotional or behavioural difficulties, particularly over the practical management of behaviour. They are ill-prepared, personally and professionally, for working with these children.

Finally, there seemed to be an implicit understanding on the part of the Local Education Authorities, who then funded such courses, that all teachers in special schools and units should be "qualified". This is not so today: Cooper, Smith and Upton, (1991) found that only 30% of the teachers in special schools and units for children with emotional and behavioural difficulties had qualifications relating to special educational needs and only 30% of these had qualifications relating to emotional and behavioural difficulties.

Classroom management and organisation and curriculum delivery

Most of the published ideas and research into effective behaviour management focus on the interaction between teacher and child within a system of classroom organisation and management. There is little attempt to link effective teaching through the curriculum to the management of individual children's behaviour within the classroom.

A review of the conceptual framework is provided by Cooper, Smith and Upton (1994). They quote Frude's research of 1984 in which he examines the differing perceptions of different teachers to incidents of inappropriate behaviour: One teacher might see a particular behaviour as disruptive and therefore unacceptable, whereas another teacher might see it as a "normal and rational reaction to provocation" and as such, acceptable behaviour. They go on to look at behaviour from an "individual" level and from an "interaction" level.

At "individual" levels, inappropriate behaviour is seen as related to the "personal characteristics of pupils and teachers". They quote Hargreaves et. al. (1975) about "deviance-provocative" and "deviance insulative" teachers. The thinking behind this is that teachers' reactions to behaviour is on a continuum between these two extremes. The teacher who perceives unacceptable behaviour as being entirely the result of antisocial or "naughty" motives is "deviance provocative". The teacher who perceives unacceptable behaviour as being rooted in the experiences and difficulties of the pupil is "deviance insulative". The table on the next page has been drawn up from information in Hargreaves et. al. (1975)

DEVIANCE PROVOCATIVE TEACHERS	DEVIANCE INSULATIVE TEACHERS
<ul style="list-style-type: none"> ● Believe that deviant pupils do not want to work and will do everything to avoid it. ● It is impossible to provide conditions under which they will work. ● If they are ever to work then the pupils must change 	<ul style="list-style-type: none"> ● Believe that deviant pupils really want to work. ● If the pupils do not work the conditions are assumed to be at fault. ● These conditions can be changed and it is their responsibility to initiate that change
<ul style="list-style-type: none"> ● Are unable to de-fuse difficult situations ● Ultimatums are frequently issued, leading to confrontations. 	<ul style="list-style-type: none"> ● Avoid confrontations
<ul style="list-style-type: none"> ● Give preferential treatment to conformist pupils 	<ul style="list-style-type: none"> ● Make an effort to avoid any kind of favouritism or preferential treatment
<ul style="list-style-type: none"> ● See discipline as a contest and one which must be won ● Consider the deviant pupils to be anti-authority and are confident that they are determined not to conform to classroom rules ● Refer pupils to a higher authority when they refuse to comply. 	<ul style="list-style-type: none"> ● Are firm with the pupils, believing that this is what they prefer ● Base discipline on a clear set of classroom rules which are made explicit to the pupils
<ul style="list-style-type: none"> ● Are fatalistic ● Expect pupils to behave badly. ● Blame them for their misconduct ● Believe that they are resistant and hostile and committed to their deviance. ● See pupils as potential saboteurs and do not believe that any signs of improvement are authentic. ● Make negative evaluative comments to them. 	<ul style="list-style-type: none"> ● Are highly optimistic ● Assume that pupils will behave well and co-operate with them. ● Encourage any signs of improvement. ● Respect and care about deviant pupils and tell them that they do
<ul style="list-style-type: none"> ● Ignore deviant pupils in lessons 	<ul style="list-style-type: none"> ● See all pupils as potential contributors to the lesson
<ul style="list-style-type: none"> ● Dislike the deviant pupils and feel themselves unfortunate in having to teach them 	<ul style="list-style-type: none"> ● Claim to like all children and consider working with them a privilege
<ul style="list-style-type: none"> ● Denigrate and laugh at pupils 	<ul style="list-style-type: none"> ● Rarely make negative comments about pupils who misbehave ● Allow the pupils to save face when they are punished
<ul style="list-style-type: none"> ● Are suspicious of them because their experience has taught them not to trust them 	<ul style="list-style-type: none"> ● Trust them
<ul style="list-style-type: none"> ● Avoid contact with pupils outside the classroom 	<ul style="list-style-type: none"> ● Enjoy meeting the pupils informally outside the classroom where they can joke with them and take an interest in their personal problems
<ul style="list-style-type: none"> ● Make negative evaluative comments about deviant pupils in the staffroom 	<ul style="list-style-type: none"> ● Often spring to the defence of pupils who are being discussed in the staffroom

It is tempting to speculate that the increase in exclusions, discussed in Chapter 1, might well be due to a greater tendency to view the behaviour as being rooted in the child and not in the teaching: to teachers becoming more "deviance provocative".

Cooper, Smith and Upton (1994) emphasise that it is important for teachers to understand their own perspectives and to demonstrate assertiveness in demonstrating their own personal skills. However, they do not venture into discussing the role of the curriculum in the management of behaviour. "It is important to realise that the nature of curriculum content and the method of delivery influence pupil behaviour" appears in the introductory part of the book (p.6) and is not developed any further.

From the study described in Chapter 4, it seemed that the way the curriculum was organised was of crucial importance in stimulating interest, creating relevance, enabling the child to succeed in learning and in adult-child relationships. This in turn reinforced the process of self-esteem enhancement and emotional adjustment.

Smith and Laslett (1993) in their book on *Effective Classroom Control* The word "curriculum" does not appear in the index. They promote a positive regime in the classroom, however, based on "Four rules of classroom management":

Rule One: Get them in

This is divided into "greeting, seating and starting"

Rule two: Get them out

This concerns concluding a lesson and dismissing a class

Rule three: Get on with it

This concerns the content of the lesson and the way it is organised and the style of teaching and learning.

Rule four: Get on with them

This emphasises the importance of knowing each individual pupils and their strengths and weaknesses but it does not acknowledge the relationship between; styles of teaching and learning, academic success, motivation to learn, on one hand and disaffection on the other

In the school of which I was headteacher, behaviour was managed through a system of _

Positive Behaviour Management

There are six stages in this process:

- 1 Describe the behaviour to the pupil
this is what you are doing
- 2 Explain why the behaviour is inappropriate by describing its effects
this is how it is affecting;
 - the group,
 - me,
 - the learning
- 3 Specify the behaviour which would be appropriate
this is the way the group as a whole is expected to behave
this is how you are expected to behave
- 4 Discuss with the child how he/she should be behaving
this is how we think you should be behaving in this group
- 5 Discuss achievable, staged targets for the appropriate behaviour with the child
this is how we expect you to do it
in these stages
in this period of time
- 6 Review at the end of each session and reiterate or modify the targets for the next session

Where children's behaviour is naughty, as opposed to inappropriate, then the school's system of rewards and sanctions comes into play.

It is sometimes difficult to decide when a child is being naughty and then discussions with colleagues about their experiences with the child in question are very useful.

Above all however,

treat each incident as complete in itself,

deal with it as soon as possible

start each new school day and each new session with a clean sheet.

One of the most important feature of any behaviour management system is the establishment of a routine. Teachers who have a definite routine and who insist on that routine, seem to establish a more secure working environment for their pupils, with consequently less inappropriate behaviour.

If all teachers and pupils within the school community, share common routines over teaching and learning, then this, in itself promotes a stable learning environment. This is even more important in a school for children with emotional and behavioural difficulties, where any inconsistency in approaches between teachers will have the effect of promoting insecurity and unsettled behaviour. Under such circumstances, learning becomes much more difficult.

Routines offer safety and also a framework in which the child can work. For a child to know that he or she always enters the classroom in the same way and settles to work in the same way enables the habit of working to become part of the routine.

Routines regulate the flow of activities within the classroom and provide a predictable pattern and sequence for learning experiences. They should mark out the phases or stages of a lesson, so that a demonstration or talk is followed by practice, with settled arrangements for distributing and collecting materials, moving around the room and seeking help and advice when needed.

(Cooper, Smith and Upton, 1994 p. 121)

Although routines are more logically placed within a school's behaviour management policy, together with the system for rewards, sanctions and punishment (See Appendix 4), they are crucial to the establishment of effective teaching and learning. With children with emotional and behavioural difficulties, they offer security in which they can succeed in relating to adults and in learning.

The effective teacher also knows the importance of reinforcing self-esteem through the celebration of achievement.

Achievement does not mean achievement against an overall "norm". It means achievement against personal targets. Target setting is seen as an integral part of the individual education plan (I.E.P.) in the Government's *Code of Practice on the identification and assessment of special educational needs* (D.F.E., 1994(a)):

Stage 2 - Individual Education Plan

- *nature of the child' learning difficulties*
- *action - the special educational provision*
 - *staff involved, including frequency of support*
 - *specific programmes/activities/materials/equipment*
- *help from parents at home*
- *targets to be achieved in a given time*
- *any pastoral care or medical requirements*
- *monitoring and assessment needs*
- *review arrangements and date*

(Code of Practice Para 2:93 p. 28)

The process of target setting can be used as a means of enabling the pupil to discuss what aspects of his or her behaviour needs to be addressed and what to aim for. In particular, the following should be considered:

- Does the child understand what appropriate behaviour is in that situation?
 - What is expected from the group in that situation?
 - What should he/she be doing?
- Does the child understand that his/her behaviour is inappropriate in that situation?
 - Does he/she understand the undesirable effect of his/her behaviour on the rest of the group and on his/her learning?
- What are the targets which can be set for achieving appropriate behaviour?
 - Can the behaviour be broken down into easily achievable parts?
- Does he/she understand them?
- Does the child accept them as being realistic?

- What are the rewards for meeting the targets?

A simple example :

- Brad has been calling out in class without putting his hand up
 - The teacher points out to him that the other children put their hands up when they want to talk to the teacher and wait until they are invited to answer
 - Brad agrees that calling out is unacceptable
 - He agrees that he will try to achieve the targets of:
 - listen to the teacher more carefully
 - put up hand
 - wait until the teacher asks him for a response
 - says what he wants to say
 - When the targets are met Brad will:
 - receive a merit in his home/school diary
 - show the headteacher or senior member of staff (who must show an appropriate response!)
 - show his carer

The teacher, of course must have the target of asking Brad to answer when he raises his hand and to praise him for doing so.

A more complicated example:

- Jemima has been wandering around the class, picking up the pens of other children and kicking other children when they protest.
 - The teacher points out to her that:
 - she is disturbing the others by wandering
 - she is annoying them by interfering with their pens
 - she is hurting them when she kicks them
 - Jemima agrees that:
 - disturbing the others by wandering
 - annoying them by interfering with their pens and
 - hurting them by kicking them

--- is unacceptable
 - She agrees that she will try to achieve the targets of:
 - sitting in seat
 - telling teacher when she feels restless
 - going straight to the activity when she needs to move round

- leaving the pens on other children's desks when moving around the class
- When each target is met Jemima will:
 - receive a merit in her home/school diary
 - show the headteacher or senior member of staff (who must show an appropriate response!)
 - show her parents
- When all the targets are met Jemima will receive a certificate, to be presented in the class meeting

To summarise:

- Describe the behaviours
- Break the behaviours down into as many individual behaviours as possible
- Decide what the child needs to do to overcome each behaviour
- Set individual targets for each behaviour
- Agree the rewards
- Deal with each target one at a time
- Reward when each one is met

If targets are set for learning and behaviour which are in accordance with each child's needs, then there is no reason why all pupils should not achieve and all be rewarded and all increase in self-esteem.

Achievement, of course, implies success and success implies the possibility of failure. For children who have emotional and behavioural difficulties, failure is very real. However, failing is part of the process of learning. For some subjects, like mathematics, for example, children often get the wrong answer - they fail. In science, a hypothesis is tested and may be found to be wrong. Although the experiment has gone wrong, it has added to knowledge and so the child has, in fact, achieved. Children need to be taught that it is "O.K." to fail in this way.

Cooper (1993) refers to his study of the effects of residential schooling in two boarding schools for children with emotional and behavioural difficulties found that the strongest impression conveyed by the pupils themselves was a sense of personal achievement. Of the 24 boys who had arrived in the school with highly negative images of themselves, all but two defined themselves in positive terms and had a sense of self-worth at the time of the study.

The celebration of achievement can have a powerful effect on a child's self esteem. Gurney (1988) notes the positive effects of a "Diary of Good Things" , on pupils' self esteem, for example. There are many more ways in which the celebration of achievement can be obtained:

- making a child aware of success throughout each lesson
- talking about successes at the end of the lesson
- positive comments in an "Achievement Book"
- asking the child to show work / Achievement Book to a visitor or a senior member of staff
- taking work or the achievement book or a note home to parents / carers
- a "mention" in Assembly or daily meeting
- charts on the wall
- work displayed
- photographs and/or videos
- a personal Record of Achievement book

The lack of literature on curriculum and emotional and behavioural difficulties, for example in the Association of Workers for Children with Emotional and Behavioural Difficulties' journal, tends to suggest that practitioners in this field see a greater need for personal skills rather than teaching skills. As Smith and Laslett (1993) point out, although it is important to "get on with them", it is also important to establish clear and unambiguous routines of classroom management and the process of teaching and learning within the classroom.

This means a shared whole-school approach to defining shared values and establishing an ethos and policies which ensure that teaching and learning takes place in a manner which promotes the self-esteem of staff and children. Crucial to this, is the development of a shared policy on curriculum which takes into account the relationship between teaching and learning and the child coming to terms with and resolving his or her emotional and behavioural difficulties.

A sample curriculum policy framework, from the school of which I was headteacher, demonstrates these points and ties them in with the factors associated with children with emotional and behavioural difficulties as learners (see Appendix 5). The starting point is a statement of the principle on which the curriculum is founded in the school. One of the greatest problems in a school for children with emotional and behavioural difficulties is the concept of entitlement and arising out of this, the concept of access.

The starting point was the belief that children at the school should not be disadvantaged because they were no longer in mainstream school. The school community was committed to the principles of entitlement, equality of curricular opportunity and the right of access. The process of curriculum development and delivery also took account of the importance of self-esteem for children and for the adults working in the school. The staff agreed to common routines and procedures for teaching and learning. However, this did not mean that staff were not able to develop their own distinctive, effective style of teaching. At the heart of subject teaching were the subject co-ordinators whose job was to co-ordinate the teaching of a subject (not necessarily to teach it all). They were responsible for assessment, recording and reporting, the latter in conjunction with group tutors. They also maintained two-way links with mainstream subject departments in order to assist their personal professional development and for co-operation over curriculum development and delivery.

Although some teaching was through discrete subjects, the bulk of the teaching to younger children, was in the form of "themes". These themes were developed in half-termly packages by the whole staff. The subject co-ordinators were responsible for auditing the themes against the National Curriculum Programmes of Study and for organising specific subject teaching to fill in any gaps in coverage of the national Curriculum. For older children most teaching took place in subjects, but activities like Outdoor Education and T.V.E.I. were treated like themes for the purposes of auditing against the National Curriculum. The Deputy Head was responsible for co-ordinating planning and for ensuring that some similar areas of the curriculum were taught across subject boundaries (for example meteorology in geography and in science).

At all times, the targets set for the learning related to those set for behaviour.

One of the reasons why separate special schooling for children with emotional and behavioural difficulties is easier to organise than mainstream schooling is that special schools are smaller. It is very difficult to establish consensus approaches to values within a large mainstream school, let alone go on from those to establish policies. However, the importance of such approaches is clearly emphasised by the "effective schools" research, which demonstrates clearly that there are certain factors in schools which make a difference to the general ethos of the school and hence to teaching and learning (see p.117).

The values and beliefs about children with emotional and behavioural difficulties as learners which are shared by the staff of any school are not enough in themselves. They need to be placed within the framework of whole school policies for curriculum and for behaviour. The behaviour policy, in particular should have clear guidelines and procedures for routines in teaching and learning and for rewards and sanctions for achievement in learning and in behaviour. The development and implementation of such policies can have a reinforcing effect on the school's ethos and ability to work with these children.

This will all be discussed in the next Chapter.

The link between appropriate behaviour and appropriate curricula

It has already been mentioned that the review of good practice in the field of emotional and behavioural difficulties undertaken by the Schools Council *Discipline in Schools* (Wilson and Evans, 1980) placed very little emphasis on the role of appropriate curricula in promoting acceptable behaviour in schools. By 1989, the links were clearly recognised between inappropriate behaviour and disaffection with the curriculum being offered and the Government set up a project on *Discipline in Schools* under the chairmanship of Lord Elton, (D.E.S., 1989(d)). Their report emphasised the link between the curriculum and behaviour:

Many of the factors which have already been identified in Chapter 5 as associated with effective teachers were suggested to be characteristics of teaching and learning in effective schools and this is discussed at length below. Elton emphasised the association between motivation and a curriculum which is perceived as relevant:

*...good behaviour has a lot to do with pupil' motivation to learn.
...motivation can be increased or reduced by the content of the curriculum and the methods used to deliver it. Children who feel they are failing at school, or who see what it has to offer as boring or irrelevant, are those most likely to behave badly.*

(Paragraph 70)

Elton links appropriate behaviour to teaching and learning, rather than content of the curriculum: learning should be practically based. As far as the relationship with the National Curriculum is concerned, the timing of Elton (just after the Education Reform Act of 1988 (D.E.S., 1988) and the introduction of the National Curriculum) meant that it was seen as low on the priority list for most schools. This is a great pity because the increases in exclusions already discussed in Chapter 1 also seem to date from the implementation of the National Curriculum. It seems that these increased exclusions could well have been avoided if Elton had been taken into account when schools were planning the design and delivery of National Curriculum based courses.

As Cooper (1995) says:

In spite of the proposals presented in the recent Dearing Report (D.F.E., 1993) and the revisions to the National Curriculum, (D.F.E., 1994). The National Curriculum still presents a number of obstacles to teaching and learning for children with SEN (see Norwich, 1993) and EBD in particular.

(p. 5)

He goes on to say:

The heavy burden of content in many of the subject areas, and the linking of programmes of study to key stages, will make it difficult for teachers to capitalise on individual student's personal interests in ways that were possible prior to the advent of the National Curriculum.

(p. 5)

Elton emphasises the importance of maintaining effective techniques in teaching and learning within the context of the National Curriculum:

We believe it is important to preserve the most successful approaches within the National Curriculum. These seem to relate to learning rather than to content. Clear links with the "real world outside school, an emphasis on solving practical problems, work experience and link courses with colleges of further education all appear to improve pupils' motivation and performance. It is important to reconcile them with the requirements of the National Curriculum.

(Paragraph 75)

The report recognises the importance of basing learning where it is likely to be perceived as relevant by the pupils. It stresses the importance of motivation through making learning relevant to the pupils:

We consider that educational visits, residential education, work experience and other forms of 'off-site' learning are important in motivating pupils generally and providing alternative opportunities for achievement for less academic pupils.

(Paragraph 87)

Our impression is that a significant number of pupils see part or all of the conventional curriculum as irrelevant to the 'real' world outside school.

(Paragraph 88)

Our evidence suggests that a significant number of pupils see part or all of the conventional curriculum as irrelevant to the 'real' world outside the school.

(Paragraph 88)

Our evidence suggests that an important factor in promoting good behaviour among pupils is a curriculum which they see as being relevant to their needs. There is evidence, both from the national evaluation of TVEI and from evaluation at local levels, that it has improved the motivation of the pupils involved. Its practical emphasis and relevance to the real world seem important factors in achieving this improvement. We hope that the momentum of TVEI development can be maintained in the context of the National Curriculum.

Work-related activities, work experience and compacts between pupils and employers are also important aspects of curriculum relevance

(Paragraph 89)

The committee emphasised the links between self-esteem, failure and disaffection, leading to inappropriate behaviour.

Our evidence suggests that many children who behave badly in schools are those whose self-esteem is threatened by failure. They see academic work as competitive and the competition as unwinnable. They soon realise that the best way to avoid losing in such a competition is not to enter it.

(Paragraph 78)

They suggest that pupils' should be given the chance to success in areas of the curriculum which are not "academic":

We have mentioned the need for schools to recognise non-academic as well as academic achievements in order to improve pupils' motivation.

(Paragraph 80)

We identified six possible problem areas. They are; emphasis on academic achievement; grouping pupils by ability; teaching and learning methods; relevance to the outside world; cultural messages and messages about values.

(Paragraph 81)

Our evidence suggests that an emphasis on academic achievement is likely to promote good behaviour as long as it is not the school's only emphasis. Rutter found that regular setting, checking and marking of homework in secondary schools were associated with better pupil behaviour. Mortimore found that a work-centred atmosphere was important in encouraging good behaviour in junior schools. But both studies found that good behaviour was associated with praise and rewards. A school in which academic achievement is the only source of positive encouragement is likely to experience more difficulties with low achieving pupils.

(Rutter et. al. (1987), Mortimore et. al. (1988). (Paragraph 82)

Careful setting and the recognition of a wide range of non-academic achievements can help to restore to low achievers a proper sense of self-respect, and avoid generating the feelings of rejection and hostility that often give rise to bad behaviour.

(Paragraph 83)

However, I would once again raise the point that the "academic" nature of the subject is not the main issue, it is the differentiation of teaching and learning which is important, whether it is academic or not, in order to make it relevant to the needs of the pupils.

Elton goes on to point out that bad practice in lesson planning and delivery is directly linked to disaffection:

Bad lesson planning and delivery, which fails to match learning tasks to abilities.... makes disruptive behaviour by bored or frustrated pupils more likely. It is the lot of the inefficient teacher.

(Paragraph 86)

The importance of relevance through the curriculum for those from minority backgrounds and from "working class" background is also stressed:

The curriculum becomes more meaningful in schools where the cultural realities of young peoples' lives are taken seriously. This applies equally to children from minority ethnic and working class backgrounds.

(Paragraph 90)

Finally, the importance of cross-curricular themes, especially in personal and social education, P.S.E. is noted:

PSE is an important part of the affective curriculum of many schools

It deals with issues like social responsibility and tolerance and coming to terms with adolescence. It can be used to discuss the way in which the school acts as a community with pupils, and to help them understand their role and behaviour in school.

(Paragraph 96)

These are important observations which tie in clearly with the arguments over pupils perceptions of teaching and learning already discussed, and the characteristics of pupils with emotional and behavioural difficulties as learners, which have been analysed in Chapter 4.

However, despite Government funding for training based on the report (see the details of the Hertfordshire approach, p. 123), many schools did not appear to take hold of the recommendations and to turn them into positive behaviour management policies.

Effective schools

There is a great deal of evidence, from research by Galloway (Galloway and Goodwin, 1987), that schools do indeed make a difference to behaviour and to disaffection, rather than personal and social difficulties. They report research in Sheffield where an examination of "twenty two catchment area variables", based on factors associated with pupil's personal circumstances and social backgrounds, showed that there was no correlation between them and persistent truancy or "suspension rates". "Children's behaviour at school depended largely on factors within the school, not on their social backgrounds" (p.134).

The report of the Elton Committee (D.E.S., 1989(d)) reinforced this view:

Most researchers now agree that some schools are much more effective than others in promoting good work and behaviour.

The message to heads and teachers is clear. It is that they have the power through their own efforts to improve standards of work and behaviour and the life chances of their pupils.

(Paras 3 and 4, p. 88)

These studies have been brought together and analysed in a report for Ofsted by Sammons, Hillman and Mortimore (1995), of the University of London Institute of Education as *Key Characteristics of Effective Schools*. A table, summarising the findings is on the next page.

ELEVEN FACTORS FOR EFFECTIVE SCHOOLS	
1. Professional leadership	Firm and purposeful A Participative approach The leading professional
2. Shared vision and goals	Unity of purpose Consistency of practice Collegiality and collaboration.
3. A learning environment	An orderly atmosphere An attractive working environment
4. Concentration on teaching and learning	Maximisation of learning time Academic emphasis Focus on achievement
5. Purposeful teaching	Efficient organisation Clarity of purpose Structured lessons Adaptive practice
6. High expectations	High expectations all round Communicating expectations Providing intellectual challenge
7. Positive reinforcement	Clear and fair discipline Feedback
8. Monitoring progress	Monitoring pupil performance Evaluating school performance
9. Pupil rights and responsibilities	Raising pupil self-esteem Positions of responsibility Control of work
10. Home-school partnership	Parental involvement in their children's learning
11. A learning organisation	School based staff development

Sammons, P., Hillman, J. and Mortimore, P. (1995) *Key Characteristics of Effective Schools*
 London: University of London Institute of Education (p. 8)

All these factors can be related to the personal, social and educational development of the pupils, through the curriculum policy of the school. Such a policy emphasises equality of opportunity and a commitment to all children, including children with emotional and behavioural difficulties:

1. *Professional leadership -*

Any policy is likely to be unsuccessful unless there is a "key" member of the senior management team (SMT) committed to the policy and the values which underpin it. This member of the SMT should be responsible for reviewing and evaluating the policy and for supporting staff through the process of its development and implementation.

2. *Shared vision and goals -*

Effective policies are those which are based on shared values, consensus and ownership by the whole school community.

3. *A learning environment -*

Shared routines, in learning and behaviour, both in the classroom and around the school, give a sense of security to the children and teachers and encourage a stable working environment and appropriate behaviour

4. *Concentration on teaching and learning -*

A work-orientated environment, in which all children are encouraged to achieve success promotes appropriate behaviour. Within this, each individual's unique, personal contribution is valued.

5. *Purposeful teaching -*

Disaffection is often caused by the apparent irrelevance of what is being taught, both from the perspective of some teachers as well as from the perspective of some pupils. Inappropriate behaviour, which affects teaching and learning, rarely occurs where there is stimulating teaching, differentiated according to the learning, cultural, social and emotional needs of each individual child.

6. *High expectations -*

Children need to feel that their abilities are being stretched but at the same time need to achieve personal success in learning. This is more effective if they are helped to achieve their own personal targets.

7. *Positive reinforcement -*

The system of rewards, sanctions and punishments should be seen to be fair and owned by the whole school community. The effect of the celebration of achievement is to motivate the children to learn and to behave appropriately.

(However, for some children, achievement must be celebrated in a way which does not give publicity).

8. *Monitoring progress -*

Realistic individual targets for children in learning and behaviour help to promote achievement. Targets are more effective if children and their parents/carers are involved in developing them.

9. *Pupil rights and responsibilities -*

Children with high self-esteem tend to behave appropriately. High self-esteem can be encouraged by the setting of realistic targets for learning and behaviour for each child and by the celebration of success in academic achievement and in behaviour. Children need to feel valued.

Children and staff have a right for their achievements to be valued and have a responsibility to value the achievements of others.

Children need to know who they can turn to with their worries and to have the confidence that they will be listened to and treated seriously.

Rules about behaviour are more likely to be accepted by the children if they are given the responsibility of helping to develop them.

10. *Home-school partnership -*

Curriculum policies are more likely to be effective if they are understood, accepted and supported by parents. Parents can have an important role in setting targets for and celebrating success in, academic and behavioural achievements.

11. *A learning organisation -*

Shared enjoyment in teaching and learning leads to appropriate behaviour. Most children who are stimulated by the teaching on offer and motivated to learn, do not tend to behave inappropriately in class.

A school's ethos is apparent in the way in which the pupils and adults communicate and behave towards one another. It is also apparent through the school environment, for example, from the evidence of celebration of achievement through displays of work and exhibitions and more negatively, from the state of the buildings and grounds. All this shows the school's ethos.

'Ethos' describes the values and attitudes that underpin the social organisation of the school. Ethos is experienced as the overall tone, social climate and atmosphere of a school. It is exemplified in the quality of interaction between teachers and pupils, teachers' approaches to pupil management and the degree of care and attention that is given to the maintenance and appearance of buildings and classrooms. Of central importance here are the social and physical conditions that are experienced by pupils.

(Cooper, Smith and Upton, 1994 p. 176)

They go on to point out that "pupils in effective schools have a powerful sense of their own self-worth and potential for achievement, which is fostered by positive staff attitudes and behaviour". Interestingly, they then refer to Wills (1960) (a pioneer in the field of "therapeutic education") and point out that the factors he identifies as important in the "therapeutic environment needed in a special school" match these factors.

The account of a former pupil of a the day, special school for children with emotional and behavioural difficulties of which I was Head, illustrates the way in which the school had supported her by making her feel that she was "O.K.":

Emma refers to a point about two years after she left school when things had become unbearable. "I think I had a breakdown". A violent protest against the way her family were treating her led her to damage property and injured Emma.in all her confusion she remembered what she describes as "seeds planted by "The Orchard" (her former school). She began to "put bricks back in my wall - but so that no one could knock them out again".

"Life is full of knocks for everyone. You can only manage them if you're O.K. with yourself. My teachers used to say I should love myself a little. I thought they were nuts then, but I guess they were right.

(Panter, 1994 p.41)

This young woman had taken the framework, including the routines of teaching and learning of this school and the personal confidence that gave her, into her adult life and its security had given her the confidence to believe in herself and in her ability to cope. She

used a process of reflection on her own personal skills, of which she had been made aware by the school, to help her through a period of crisis in her life. This process was not dissimilar to the process of reflection discussed for school staffs in the last chapter.

This ethos and feeling of shared community values, in which all are involved, can be usefully fostered by the involvement of the whole school community in the development of whole school policy for curriculum and behaviour which respond to the needs of children with emotional and behavioural difficulties. Such policies are clearly linked to an emphasis on "achievement" and the celebration of achievement. The development and implementation of a shared whole-school policy will make teachers aware of their skills, reinforce good practice, and lead to a positive school ethos in which all members of the school community feel valued.

At the same time, any curriculum policy should allow for co-operative working across the subject (and school) boundaries in order to reinforce the children's knowledge, concepts and skills.

Shared approaches to the routines of teaching and learning and the celebration of achievement can be facilitated by a shared approach to curriculum policy based on a clear understanding of the needs and characteristics on children with emotional and behavioural difficulties as learners as already defined in Chapter 4. It is far more difficult if certain members are unable to think of children and teaching and learning in positive terms, like the "deviance provocative" teachers mentioned in Chapter 5.

Shared values

The starting point for the Hertfordshire team of advisers, educational psychologists and advisory teachers which I led, in developing their training materials for the development and implementation of whole school behaviour policies in the wake of the Elton Report (D.E.S., 1989(d)), was the belief that schools make a difference, as far as behaviour and achievement were concerned and that for policies to be effective, they had to be based on values and beliefs which were shared by the whole school community.

We started from the premise that children are less disaffected and more responsive to learning in schools which have a positive ethos; an atmosphere based on shared positive values for the whole school community; children, staff, parents and governors:

The development of this programme of INSET is based on the assumptions that:

1. *Positive and desirable behaviour can be fostered in schools through the development of whole-school policies which:-*
 - *result in clear policies, expectations and practice concerning behaviour*
 - *produce an atmosphere or ethos which values the self esteem of both pupils and staff*
 - *encourage the meaningful involvement of pupils in their own learning*
2. *Although very few pupils need individual approaches, staff need to feel confident that they have developed a range of strategies to encourage appropriate behaviour.*
3. *Considerable expertise already exists within the teaching profession and this needs to be shared more widely between staff in a supportive way.*
4. *There are still many staff who feel unable to talk about the problems they have in managing pupil behaviour. This can be one of the most stressful challenges facing teachers on a personal and professional level. Deciding to look at behaviour management indicates awareness of a need to promote good behaviour within a supportive climate.*

(Lund et. al., 1993 p. 1)

We maintained that school staffs need to recognise the interrelation between teaching and learning and behaviour and to accept that there are very few children who behave inappropriately when they are motivated to learn and actively involved in learning. They therefore need to understand the reasons for their learning difficulties and not perceive them as "naughty" or hostile to them personally as teachers.

We also stressed that curriculum policies and behaviour policies are integrally linked in working with children with emotional and behavioural difficulties. The organisation of the curriculum which has, at its core, a positive approach to the organisation of teaching and learning, has to be an integral part of any overall behaviour policy.

The recognition of the clear link between achievement in learning and behaviour was clear throughout. Although the materials were designed for mainstream primary schools, this philosophy is very close to the themes which have been developed in this thesis so far with regard to children with emotional and behavioural difficulties.

Staffs were required to brainstorm current concerns about children's behaviour. These were then categorised into:

Individual

Classroom

Whole School

The main purpose of this exercise was to allow the teachers to let off steam. It was thought that, if teachers were particularly worried about a particular teaching situation or a particular child, they should be allowed to discuss their concerns in general terms first, before considering the development of an overall policy.

The staffs then had to decide what their basic values beliefs were about behaviour within the school community; how children and staff should behave towards other members of the school community.

Values within the school community can be overt values or hidden values, i.e. values which are presumed by everyone but which are not actually laid down anywhere. The staffs were asked to decide on their priority values by sorting out "values" on cards..

Front of cards

Back of cards

Celebrating achievement

All of the children's achievements should be valued and celebrated by the school

Relationships

Relationships should be based on trust, honesty and mutual respect between all members of the school

Taking responsibilities

Self-discipline should be an important part of teaching and learning

Educational Opportunity

Every child should be encouraged to fulfil his/her potential through being given access to every educational opportunity

Sense of Community

The school should be known in the community as one that cares

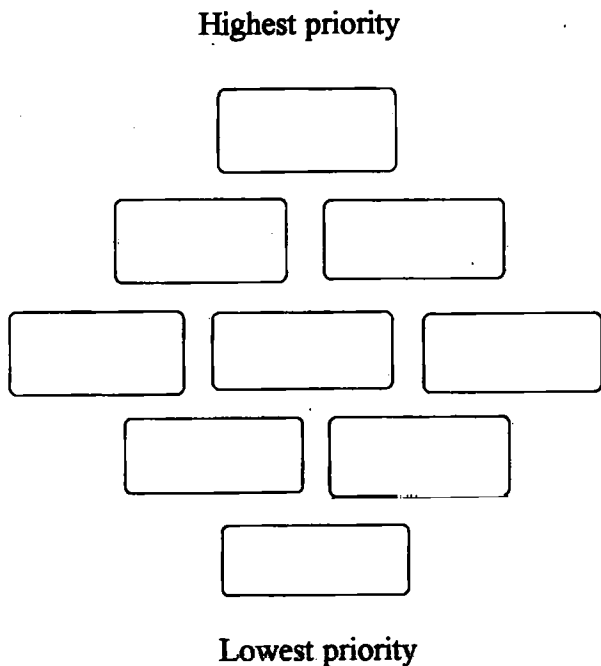
Equal value

Whatever each person (Child/teacher/other adult) brings to the school should be respected regardless of learning ability, social religious or ethnic background

(Lund et. al., 1993 pp 8&9)

In addition to these cards, staffs had to make up three of their own, making a total of nine cards.

These values were prioritised by a brainstorming process to place the cards in a diamond pattern:



(Lund et. al., 1993 p. 7)

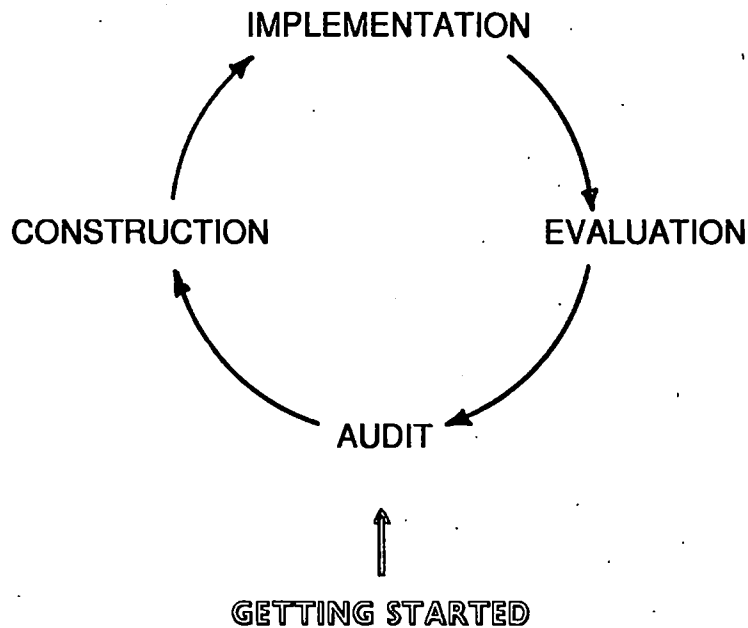
It was then pointed out to the school staffs that there could well be a mismatch between their identified values in relation to the school community and what was happening in practice. They were encouraged to seek evidence for this by looking at the ways in which the members of the school community related to each other and at the appearance of the buildings and grounds. Examples of this would be "*Sense of community*" identified as a school value and a notice on the gate which said "No parents beyond this point", or "*All of the children's achievements should be valued and celebrated by the school*" and there only being a few dated displays on the wall, and the work displayed always from the same few children.

The school staffs were asked to check this out in their own schools, both in teaching and non-teaching situations (*on playground duty, when parents collect children, in the corridor, in the dining room, in the classroom*). Simple check grids were provided to facilitate their observations (Lund et. al. (1993) pp 12 and 14).

There then followed discussions on what they had observed and these drew out any apparent inconsistencies from the exercise on shared values and in relation to the brainstormed concerns they had expressed at the beginning of the whole exercise.

From this, school staffs were able to draw up areas for further review and development, leading to the development and implementation of a new behaviour policy. This behaviour policy included the establishment of clear routines, positive approaches to teaching and learning and the celebration of achievement; all crucial areas for the establishment of security for teaching and learning, within a curriculum policy.

This whole policy review and development followed the model established by Hargreaves et. al. (1989 and 1991) in their research into school development. The essential progression was as shown on the next page:



(Hargreaves et. al. 1989 p. 5)

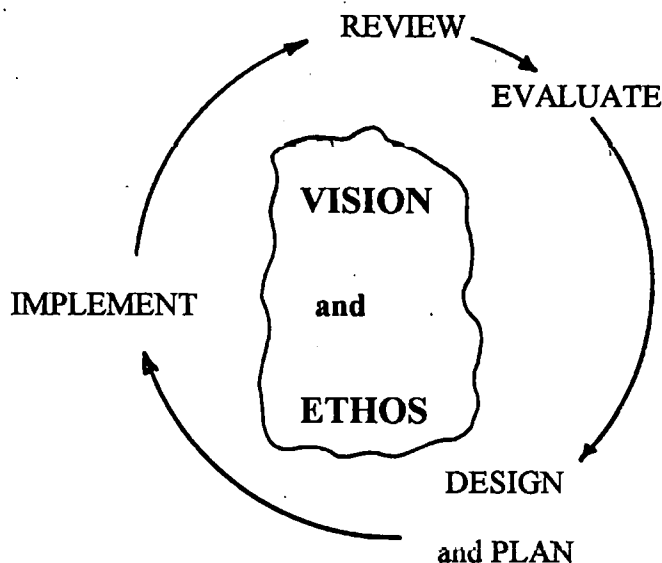
External influences on curriculum policy

Although the school's shared values and ethos must remain at the core of any curriculum policy, there are many external influences which have to be taken into consideration. These can be grouped as:

1. Advice and guidance from the Schools Curriculum and Assessment Council (S.C.A.C.) (formerly the National Curriculum Council, N.C.C. and Schools Examination and Assessment Council, S.E.A.C.)
2. National Curriculum Orders and agreed R.E. syllabuses
3. Government policies and circulars
4. Advice from Her Majesty's Inspectors (H.M.I.) and The Office for Standards in Education (Ofsted).
5. Local Education Authority (L.E.A.) policies and guidelines
6. Community factors via the Governors and parents.

The relationship between all these influences is complex but a review and development model for "The Whole Curriculum", on the lines of the model used by Hargreaves et. al. (1989 & 1991) in their work on school development planning, has been graphically illustrated by the Curriculum Council for Wales (the equivalent of the English N.C.C.). The diagram below clearly demonstrates the process of curriculum review and development and the external influences on that process:

A VIEW OF THE PROCESS



- * School aims, policies practices
- * LEA policies and guidelines
- * CCW and SEAC advice and guidance
- * National Curriculum Orders and agreed RE syllabuses
- * Government policies and circulars

(From: *The Whole Curriculum 5-16 in Wales*, C.C.W., 1991 p. 13)

From policy to development plan to action plan

The Hargreaves et. al. (1989) model of review and development has already been referred to. They say that plan construction involves:

- * *determining priorities for development*
- * *constructing and agreeing on the plan*
- * *publicising the plan*
- * *drawing up the action plans*
- * *linking the development plan with other aspects of planning*

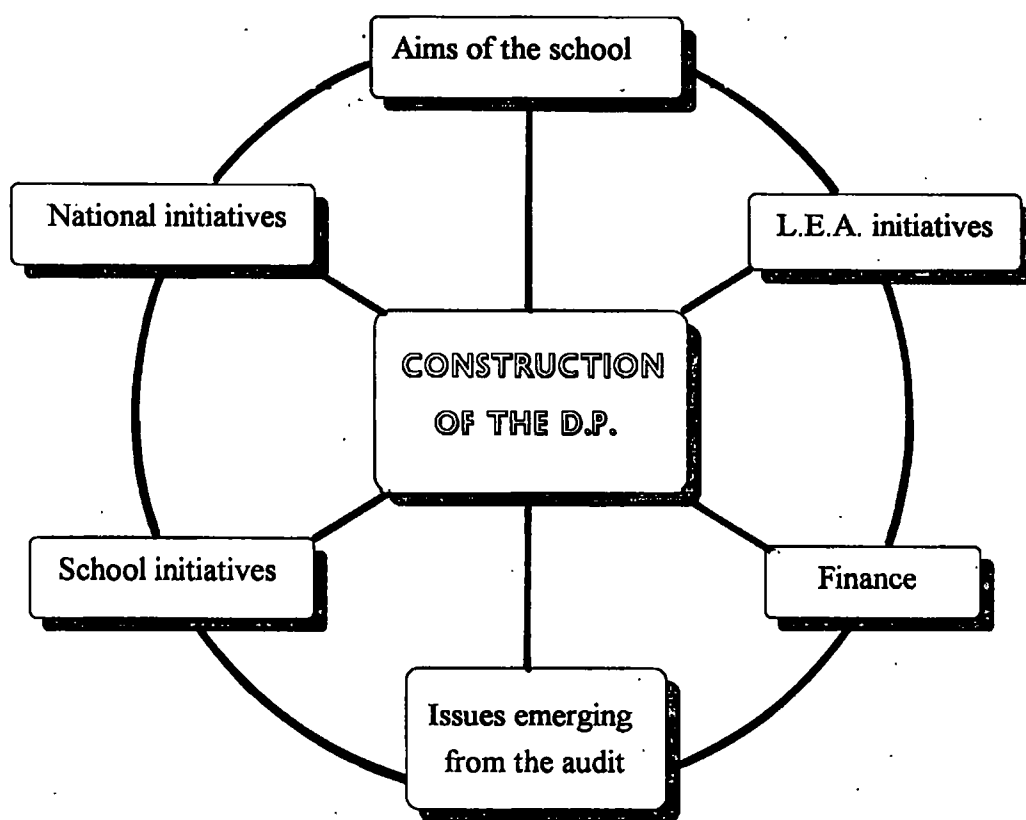
The plan should be realistic, neither too ambitious nor insufficiently demanding. We suggest that there should be no more than three or four major priorities, though each priority may contain a number of elements. If the plan is realistic, it is much more likely to be implemented.

(p. 9)

In other words, it is much more likely to be owned by the staff.

The priorities can be selected from those arrived at following a process of review like the one referred to in the Hertfordshire training materials above (Lund et. al., 1993).

Hargreaves illustrates the process diagrammatically:



Hargreaves et. al. (1989) p. 10

The priorities can be selected from those arrived at following a process of review like the one referred to in the Hertfordshire training materials above (Lund et. al., 1993). The establishment of shared beliefs and values has already been referred to. The next stage was to facilitate the sharing of expertise between school staffs and to provide a stimulus for

school staffs to work together in a mutually supportive way in developing a whole school policies for behaviour. The process enabled schools to identify and clarify concerns through evidence gathered from observation of existing practice and from this, select areas for development in order to plan, implement and evaluate changes.

Evidence was sought from within the classrooms, around the school and in relation to individual pupils. The rationale behind this was that the team felt that there were very few pupils who needed extra help because of their emotional and behavioural difficulties if an effective whole-school policy was in operation in each classroom and throughout the whole school community.

From this stage, schools were able to draw up priorities for development. In the Hertfordshire materials, the priorities for development are called "objectives" The first task is to identify these objectives:

WHAT?

- * *What are you trying to achieve? What are your targets?*
- * *What are the tasks you may need to undertake in order to complete each task?*
- * *What are the resource implications e.g. budget, staff time, skills, materials and equipment?*
- * *What are the outcomes you are looking for?*

It is then necessary to decide everyone's role:

WHO?

- * *Who needs to know about your targets and action plan?*
- * *Who could help you in your task?*
- * *Who has responsibility for each task?*
- * *Who will use the identified sources?*
- * *Who do you need to involve - teachers, non-teaching assistants, mid-day supervisors, parents, governors, other agencies?*

It is then necessary to ask about methods:

HOW?

- * *How can you involve the staff, children, parents and governors so that they feel some ownership and involvement in achieving your targets?*
- * *How will the identified tasks be carried out?*
- * *How will you measure the desired outcomes and therefore the effectiveness of the plan and its implementation?*

The timing is important in order to set the framework:

BY WHEN?

- * *When do you plan to reach your targets?*
- * *When do you plan to complete each step within the tasks?*
- * *When will you need the identified resources?*
- * *When do you plan to evaluate the desired outcomes?*

Likely difficulties need to be anticipated:

LIKELY PROBLEMS?

- * *What might get in the way of achieving your targets - people? resources? unexpected events? absences? anticipated pressures? insufficient information?*
- * *What practical difficulties might prevent you from carrying out the tasks?*
- * *What problems might interfere with effective evaluation?*

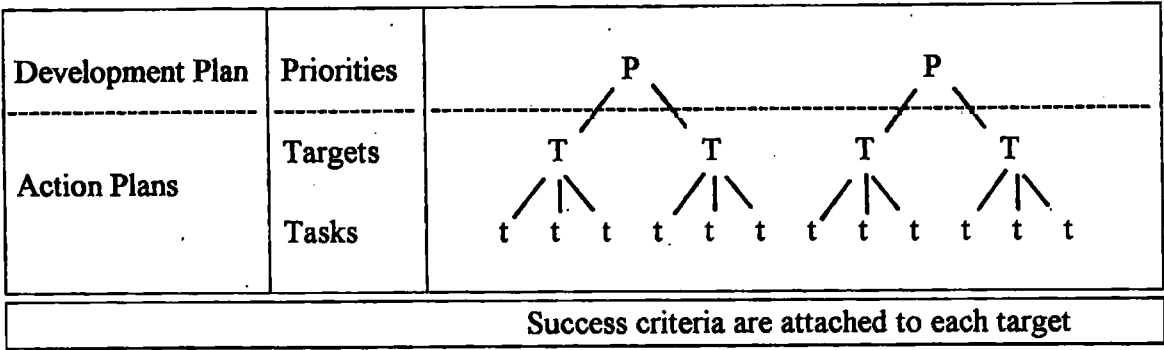
Having identified any potential difficulties, possible solutions can be anticipated in advance:

POSSIBLE SOLUTIONS

- * *Set realistic targets in terms of time, pace, personnel and resources.*
- * *Share responsibility for completion of tasks*
- * *When planning and carrying out the evaluation, think small, realistic and specific.*

(Lund et.al., 1993 p. 19)

Hargreaves et.al. (1989) drew out "priorities" from the Development Plan and "Targets " and "Tasks" from the Action Plans:



p.11

They go on to talk about "Making the plan work" by:

- * *sustaining commitment during implementation*
- * *checking the progress of implementation*
- * *taking stock*
- * *reporting progress*

(p. 15)

The Hertfordshire "Action Plan" was put into the framework on the next page:

Objectives						
	<i>What?</i>	<i>Who?</i>	<i>How?</i>	<i>By when?</i>	<i>Likely problems?</i>	<i>Possible solutions?</i>
<i>Targets</i>						
<i>Tasks</i> • • • • •						
<i>Resources</i>						
<i>Desired outcomes</i>						

(p. 20)

These materials were developed for use in the development and implementation of appropriate whole-school policies in behaviour management, but the reason why this process has been discussed at such length in this chapter is because the process is also appropriate for the development and implementation of a whole-school policy for the curriculum in which the starting values should, as has already been argued, be based on principles of entitlement and "access to a broad and balanced curriculum, including the National Curriculum" (N.C.C., 1989)

At the end of this process, schools should be left with a curriculum policy which forms an integral part of the behaviour management processes in operation which is owned by the whole staff. The effect of this would be to reinforce the skills of individual teachers, raise their self-esteem, enable them to demonstrate care and control through the curriculum and thereby give the children the security to achieve in learning.

A sample behaviour policy may be found in Appendix 4.

A suggested FRAMEWORK for a Whole School Curriculum Policy.

DATE

The date it was compiled, the date(s) it has been reviewed, the frequency of review and the date of the next review.

THE DEVELOPMENT GROUP

A note of the Action Group responsible for its formation; teachers, support staff and Governors together with the name of the Key Person, responsible for collating the policy, writing the policy and for the policy's review and evaluation process.

A STATEMENT OF SHARED VALUES AND BELIEFS

What the school community believes about :

- the learning entitlement of each child in the school
- the way in which pupils learn

THE AIMS

The aims of the policy: What the policy is designed to achieve.

THE OBJECTIVES

The objectives of the policy: The necessary conditions and stages for the policy aims to be achieved. How the aims will be met.

THE ROUTINES FOR TEACHING AND LEARNING

Agreed, shared procedures for use by all teachers in the classrooms.

- the accepted routines for teaching and learning,
- the need for consistency of response to achievement and learning difficulties from the adults in the school,
- how pupils and staff communicate with each other

LONG TERM CURRICULUM PLANS

THE SYSTEM OF STRATEGIES FOR DIFFERENTIATING THE CURRICULUM

This should be based on the shared beliefs of the staff about the learning needs of children with emotional and behavioural difficulties.

THE SYSTEM OF TARGET-SETTING FOR PERSONAL ACHIEVEMENT

This should include details of how the children can be involved in setting and monitoring their own achievements and how parents can be involved in the process.

THE SYSTEM OF REWARDING ACHIEVEMENT

- the use of praise and encouragement,
- the use of rewards for achievement (related to each child's individual targets),
- the celebration of achievement in learning

NOTE: These points should be related to other school policies; in particular, those on Behaviour and Parental Involvement

A MARKING POLICY

With practical guidance.

THE PROCESS OF ASSESSMENT

How assessment can be used to demonstrate achievement in learning and enable teachers to differentiate learning and set individual targets for learning

THE PROCEDURE FOR REPORTING ACHIEVEMENT

(related to the policy on Parental Involvement)

THE ROLE OF THE SUBJECT CO-ORDINATORS

LONG TERM CURRICULUM PLANS (EACH SUBJECT)

Related to the overall LONG TERM PLANS (See above)

SHORT TERM CURRICULUM PLANS (EACH SUBJECT)**LESSON PLANS (EACH SUBJECT)****THE POLICY AND PROCEDURES FOR EXTERNAL EXAMINATIONS****DETAILED POLICIES FOR EACH SUBJECT****DETAILED POLICIES FOR EACH ACTIVITY NOT INCLUDED UNDER
NATIONAL CURRICULUM SUBJECTS (PSD, Outdoor Education, Careers,
Community Service etc.)**

Assuming that each school now has whole school policies relating to behaviour and to curriculum, the problem now to be considered is the way in which services for children with emotional and behavioural difficulties can be most effectively organised for the joint benefit of schools and of pupils.

Problems of small schools

Difficulties over providing a broad and balanced curriculum in schools for children with emotional and behavioural difficulties have already been discussed in Chapter 3. Laslett (1995) makes the point that despite criticisms over the curriculum in early schools for children with emotional and behavioural difficulties, it gave them "good learning experiences" and the curriculum was "imaginative and appropriate". However:

Small schools, as the special schools are, have difficulties with the curriculum because small schools have small staffs and little in the way of educational resources".

(p. 8)

Special schools do not, of course, have to be small but it is generally recognised that one of the factors involved in the ability of children with emotional and behavioural difficulties to cope in mainstream schools, is the size of mainstream schools and teaching groups. Certainly, the teaching and learning approaches described in this study so far would advocate very small groups. This has implications for resourcing a content-led curriculum like the National Curriculum and, indeed, for providing a broad and balanced curriculum of any kind.

The problem was that the curriculum in place in these schools was not broad and balanced and did not meet the requirements of the National Curriculum when it was introduced and this meant that the pupils were not receiving the curriculum to which they were entitled. The considerable criticism, notably from HMI (reported in Chapter 1), led to a feeling of disillusionment and dismay in schools for children with emotional and behavioural difficulties. The incoming National Curriculum "had" to be introduced, the existing curriculum was not satisfactory and so the National Curriculum replaced the existing curriculum. What should have happened, in my view, is that the existing curriculum in each school for children with emotional and behavioural difficulties should have been audited against the National Curriculum, along the lines I have indicated in the last Chapter, and then the gaps should have been filled. The essential methodology of the existing curriculum

should have been preserved. Unfortunately, what the existing methodology actually was in relation to good practice, had not been clearly defined. I am not saying that this study has done this definitively, but perhaps it has brought it closer.

Exclusion from mainstream schools

The increasing exclusions in mainstream schools, following on from the Education Reform Act, 1989, have discriminated against children with emotional and behavioural difficulties. Children with genuine emotional difficulties are being treated the same as children who are disaffected and are often becoming disaffected themselves. Disaffected pupils are being treated as children with emotional and behavioural difficulties and are being assessed under the 1981 Education Act as having emotional and behavioural difficulties and sent to special schools and units. School staffs have been increasingly under pressure from a contents led National Curriculum and this, coupled with less attention being paid to the affective curriculum, has led to an inability or unwillingness to look behind surface behaviour and attempt to help the child resolve it: the solution is someone else's in another educational environment. It also has to be admitted that these children are probably better off in a separate special school environment if they are treated as valued persons there and not rejected again. Unfortunately, from my observations of what is happening, schools for children with emotional and behavioural difficulties are also excluding large numbers of children at present

A continuum of provision

The essential issue, as far as I am concerned, is the educational placement which will best suit the personal difficulties of each child and where that child will have genuine equality of educational opportunity. This cannot happen in a mainstream school which automatically rejects difficult pupils and it cannot happen in small special schools or units because of their lack of resources. What is needed is a much more flexible approach to the management of children with all kinds of behavioural difficulties based on equality of curricular opportunity and a pedagogy based on the factors for effective teaching and learning which I have

identified in Chapter 4, together with support and consultancy along the lines I have outlined in Chapter 6.

Unlike other areas of special educational needs, the curricular needs of children with emotional and behavioural difficulties are the same as most children in mainstream schools. What they actually receive depends on the pedagogy in whatever kind of provision they end up in, whether it is mainstream or separate schooling. This study also seems to have demonstrated that the teaching skills necessary for enabling learning for children with emotional and behavioural difficulties could be the same in any educational environment and that they are an extreme of the skills demonstrated by the effective child-centred teacher. Why therefore, are children with emotional and behavioural difficulties educated in such a wide variety of separate "special" environments and why are most of these environments completely separate from each other and from mainstream schools? Quite apart from everything else, it does not lead to efficiency.

Unfortunately, there does not seem at present to be any provision based on a continuum for children with emotional and behavioural difficulties: Children are either in mainstream provision or in separate "special" provision, including special schools or Pupil Referral Units (PRUs, D.F.E., (1994(c)). In informal terms, the provision starts in mainstream schools which, when unable to cope, make referrals to the L.E.A. under the Code of Practice (D.F.E., 1994(a)) so that a Statement of Special Educational Needs (SEN) can be made (D.E.S., 1981). This can lead to extra support by teachers or Special Support Assistants (SSAs) in the mainstream school, or a placement in a special school or unit for children with emotional and behavioural difficulties (EBD) or, to permanent exclusion, in which case the L.E.A. can make provision in a PRU. Often, schools exclude prior to the completion of the formal assessment procedures which lead to a Statement of SEN.

In terms of location; children with emotional and behavioural difficulties are being educated:

- in mainstream schools, without support
- in mainstream schools with support (with statement)

- in special units attached to mainstream schools (with statement)
- in special schools, either residential or day (with statement)
- in Pupil Referral Units (PRUs)
- at home with a Home Tutor (with or without statement)

When I was working in Hertfordshire as an Adviser in the period 1990-93, I was aware of the concerns of mainstream secondary schools. In one area of the County, with 18 secondary schools, there was a "secondary centre" catering for up to 16 pupils who were excluded from or not coping well with mainstream schooling. This centre was based at one end of the area. The schools were concerned about the lack of places for pupils with behavioural difficulties and also about the length of time it took to organise "formal assessment" ("statementing") under the 1981 Education Act (D.E.S., 1981). The Heads admitted that there were times when they excluded pupils in order to speed up the process of assessment. They also said that the length of time led to more disaffection amongst the pupils and a greater unwillingness by the staff to teach them: by the time pupils were excluded the staffs never wanted to see them again. They were also concerned about about a lack of a continuum of consultancy, support and resources for these pupils.

As far as this group of schools was concerned, I proposed that the existing secondary centre was used as a base for a new support and consultancy centre. There would be a "satellite" centre at the other end of the area and two more teachers would be appointed. The heads were prepared to pay £1,500 per year to "join the scheme" and £500 per pupil per term (full time equivalent).

The Heads identified three "Levels of Support" which they reckoned they needed and which I subsequently wrote about (in Cooper, 1995), this time using an existing school for children with emotional and behavioural difficulties as a centre:

Level 1

Support for subject / class teachers in mainstream schools, in order to help them organise their teaching and learning to meet the needs of pupils with EBD (mainly Years 7, 8 and 9).

Level 2

The withdrawal of individual pupils, in order to meet specific targets relating to their undesirable behaviour (mainly Years 7, 8 and 9)

Level 3

Groups of pupils whose behaviour is not likely to be appropriate for continuing placement in mainstream school (likely permanent exclusions) (mainly Years 10 and 11).

It would be possible for EBD schools to provide support within Level 1 as "outreach" and Level 2 as "withdrawal" (for a set period) to an EBD site. Level 3 groups could be managed as satellites by the EBD schools. Funding would need to be provided jointly by the LEA and mainstream schools, as fees paid to either maintained or grant maintained EBD schools.

(p. 114)

This would have clear advantages for mainstream schools and for schools for children with emotional and behavioural difficulties, including:

For mainstream:

- *to enable each mainstream school to assess the needs of all pupils causing concern because of behavioural difficulties;*
- *to have appropriate packages of resources and support recommended, which would enable them to deal more effectively with these pupils, both in the long and short term;*
- *the provision of direct support teaching, where appropriate;*
- *the provision of a full programme of teaching, including the National Curriculum and external examination courses, for all pupils whose mainstream placements have irretrievably broken down.*

For special schools:

- *earlier detection and assessment of potential pupils*
- *a wider range of subject specialisation which could be used throughout the school and any satellite(s);*

- *increased access to mainstream departments for help in curriculum development;*
- *an improved training, professional and career development structure for teachers and support assistants.*

(p. 116)

Such a model, which sees schools for children with emotional and behavioural difficulties as providers of a "service" for all children with emotional and behavioural difficulties, no matter where they are being educated, would also have the effect of enhancing the status and professional skills of the teachers involved. As long as these schools remain small and separate from mainstream school, the status and self confidence of their teachers will continue to adversely affect their self-esteem and the self-esteem of the children they teach. Their specific subject teaching skills will also vegetate especially as there does not seem to be any prospect of schools co-operating over curriculum development in the foreseeable future as they have done in the past.

The present system of excluding pupils to separate schools and units will also reinforce the perception of them as "dumping grounds for hard to place kids" (Neate, 1991) and these pupils will become increasingly disaffected with authority figures in society.

The Home Office Research Study, "Young People and Crime" (Graham and Bowling, 1995), which was apparently suppressed for several months by Ministers, gives a picture of a sub-culture of young people, in which almost 30% of the group aged 22-25 have been involved in crime (excluding drug or motoring offences). The study challenges the government's dismissal of a link between crime and unemployment and also links crime to increasing exclusions from school. It cannot be denied that schools and disaffected pupils need help, but the way in which pupils are being excluded at this point in time will lead to increasing resentment by young people towards authority figures in society.

The answer, in my view, is a recognition of the problems with which schools have to contend and the provision of a curriculum based model for children with emotional and behavioural difficulties in which special schools become centres which offer a service to mainstream schools.

Some final comments

The starting point for this study were Laslett's comments:

Those of us who have worked successfully with maladjusted children in this country have conceptualised the therapeutic process which they have employed to help children achieve emotional and social readjustment. Comparable conceptualisation of the educational processes in schools for maladjusted children has not been forthcoming.

(Laslett, 1977, p.120)

This study has attempted to begin to define the learning needs of children with emotional and behavioural difficulties and what it is to be a teacher in this most demanding work: a study of effective teaching and learning through the process of the development and delivery of appropriate curricula. It has suggested that child-centred practices in teaching and learning can motivate pupils and that they can be used as a basis for a curriculum model for all children with behavioural difficulties in all educational settings. The starting point should be the entitlement of each child to a broad and balanced curriculum, including the National Curriculum.

Being pragmatic, there are always going to be pupils who do not fit into the way mainstream schools organise their teaching and learning and who will be seen as challenging by their teachers. The teachers of these pupils should receive extra help and support. If the child and school are still not getting on, then the child should be given appropriate alternative provision based on his or her needs (not on the provision available).

This process can only be effective if attention is paid to the emotional and social needs of the children :

They need to learn about themselves, about other people, about their feelings and behaviour. This learning goes on in countless interchanges between adults and children, and between the children themselves, and it goes on more effectively in an environment which recognises its importance.

(Laslett, 1995, p.8)

I am also arguing that the present system of separate special schooling cannot provide equality of curricular opportunity and that it should develop into a service for mainstream

schools which offers support, consultancy and direct teaching, on and off the premises, for mainstream schools.

Above all, the pupils and their teachers must not be allowed to fail. It is too painful and is likely to produce a generation of teachers who do not care because they are not valued and young adults who do not feel valued, who do not care and who blame "authority" because they were excluded from their schools.

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Note: The Government Department concerned with Education has changed its name three times since 1944. References have been written with the name of the Department as it was at the time of publication.

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Profile of Organisational Preferences (Dean, 1983): Mainstream Teacher

✓ the box in each section which most nearly reflects your views.

1. Pattern of daily programme

Each child has an individual programme of work matched to his needs.
I then withdraw groups for specific teaching with occasional class activity

☐

My main emphasis is on group work with a good deal of individual work
and some class work

☐

I like to spend some time working with the whole class, some on group
work and some with individuals

☒

I divide work about equally between class and group work and pay
attention to individuals as necessary

☐

I work with the whole class for most of the time, following it up with
individuals and groups as necessary

☐**2. Timing of daily programme**

I like to use time flexibly, responding to ideas which occur. I am happy
to have any part of the curriculum at any time of the day

☐

I do some basic work in the morning and some in the afternoon, but leave
time to respond to ideas which occur

☒

I do the majority of basic work in the morning and other work in the
afternoon, but try to be flexible in planning for each day

☐

I have a timetable for basic work in the morning and I programme
all work carefully so that I am sure I cover the ground

☐**3. The teacher's use of time**

My time during the day is mostly occupied with small groups and
individuals extending their thinking and planning their work

☐

My time is mostly spent with individuals and small groups but normally work with the whole class several times a week

☐

I spend half my time in class teaching and half with small groups and individuals

☒

I spend more than half my time in teaching the whole class with some group teaching and individual work

☐

A high proportion of my time is spent in teaching the whole class with occasional group and individual work

☐

4. Children's use of time

I expect children to spend more than half their time on work which has been individually programmed within a framework which offers some choice in the use of time. The remaining time is spent in working in pairs or groups with occasional whole class activity

☐

I believe it is important to match the needs of individuals and encourage children to plan the use of time, but this can sometimes be in the context of class or group work

☐

I aim to have an even balance between work which matches the needs of individuals with some choice in the order in which work is done and work and work undertaken by the whole class or in groups

☐

I expect the majority of children to work at the pace of the class, but I try to arrange for slower children to have extra time on aspects they find difficult. I let children choose the order of their work on occasions

☐

Almost all of my children spend the same amount of time on each aspect of the curriculum and do similar work, with help as necessary

☒

5. Choice of activity

Much of the children's work allows choice within a carefully structured framework. I teach children to choose intelligently

☐

I think it is important for children to learn to choose and I build opportunities for this into the programme

☐

I like to provide a certain amount of choice as well as some compulsory activities

☐

I try to provide some choice, but the vast majority of the work I give the children is compulsory

☒

I keep choice to a minimum, because I believe every child should experience a similar curriculum

☐

6. Curriculum content

Most of my work develops from themes and topics which may cover any subject, but I support this work with some work in the basic skills

☐

I put work in basic skills first, but I like to integrate different aspects of the curriculum using both interests as they arise and some planned work

☐

I try to provide a mixture of work, involving planned teaching, usually under subject headings and work arising from interests and topics

☒

I use current interests and topics when they fit into my planned programme which is more or less planned under subject headings

☐

my lessons are normally planned under subject headings with cross-referencing where necessary

☐

7. Use of competition

I try to avoid placing children in competitive situations because I feel concern about the effect of competition on some children. I aim instead to foster co-operation

☐

I use competition in situations where it seems unlikely to do any harm
I try to encourage competition

☐

I use some competition where I think it will motivate children. I also do some work designed to encourage co-operation

☒

I find that competition is valuable, providing it doesn't get out of hand and I use it a great deal. I provide occasional opportunities for co-operative work

☐

Competition is an important incentive in the classroom as it is in life and I believe that children need to learn to fail as well as to win. I therefore make considerable use of it. I would like to foster co-operation but don't feel there are many useful opportunities for doing so within normal classroom work

☐

8. Groupings of children

work in groups is usually on the basis of children's own preferences and I stress the need for co-operative work

☐

I use group work a good deal, forming groups according to the needs of the work in hand

☐

I have some work in interest groups, some in friendship groups and some in ability groups

☒

I normally do basic skill work with children in ability groups. I also have occasional interest groups in topic work

☐

I prefer to work with children in ability groups when I am not working with the whole class

☐

9. Use of space

I use all the space I can get and expect children to be able to work in other parts of the school and move freely about the classroom. There are no fixed table/chair places for each child

☐

I expect children to move freely about the classroom and adjacent space but each child has his own place

☐

I allow children to move about the classroom as necessary to collect things they need and occasionally let them work outside the classroom

☒

I prefer the children to stay in their places for practical work. I rarely let them work outside the classroom

☐

I like children to be in their places in the classroom where I can keep an eye on them

☐

10. Use of furniture

I set out my classroom and adjoining areas for particular activities. I aim to have them in use by groups of children for most of the day. Children sit by themselves or in groups as they wish

☐

I have spaces for particular activities but other activities take place in them as well. Children normally sit in friendship groups but move to other groups when necessary

☐

I rearrange the room for practical work, but I have a space for books and another for messy work. Tables are grouped and children sit in ability groups for basic work

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I tend to have one activity going on at any one time. Children normally sit in activity groups

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I like a formal classroom arrangement with tables in rows

☐**11. Use of resources**

I make the maximum use of resources to foster individual learning. I select and make teaching materials which can be used independently of the teacher

☐

I like to have some good individual materials as well as materials to use with the whole class and I buy and make both types

☐

I like to have good textbooks for basic work, but prefer to have a variety of books and materials for other subjects

☒

I make a good deal of use of textbooks, supplementing them with other books and materials as necessary

☐

The main resources in my classroom are my own voice, the blackboard, pictures to help the children's understanding and some good textbooks

☐

12. Records and assessments

I aim to keep a detailed record of each child's work and progress in personal and social development and in learning and I involve them in helping me do this

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I record each child's progress in basic skill work and make notes about other work and development as necessary

☐

I record what I teach each week and keep notes and a checklist of each child's progress in basic skills

☐

I keep a forecast and a record of the work do and mark off a checklist of each child's progress in basic skills

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I keep a forecast and a record of the work I do each week and a mark a mark list showing each child's marks in each subject

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13. Work with other teachers

I like to work with other teachers when I can, sometimes in a teaching team and on other occasions sharing thinking and materials

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☐

I work with other teachers occasionally, usually when we take a group out of school

☐

I discuss work with other teachers, but we are each responsible for our own work in the classroom

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☐

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☐

Observation Schedules

These schedules were drawn up to try to pin down the behaviour during the sessions observed in Chapter 4. In practice, they were found to be too restrictive and a more narrative style of notetaking was adopted, from which the lesson details in Chapter 4 were taken.

APPROPRIATE BEHAVIOURS

✓ **FREQUENCY: 1 = LEAST 5 = MOST**

[illegible]

INAPPROPRIATE BEHAVIOURS

✓ FREQUENCY : 1 = LEAST 5 = MOST

	1	2	3	4	5
Not staying in seat					
Fidgeting					
Throwing things					
Talking out of turn					
Making unacceptable noises					
Shouting out					
Swearing or using obscene language					
Sulking					
Insolence					
Crying					
Exhibiting racist or sexist behaviour					
Asking inappropriate questions					
Complaining about what he or she is required to do					
Saying he or she cannot do things when he or she can					
Answering teacher back					
Hiding work or tools					
Destroying own work					
Running out of the session					
Refusing to obey teacher's instructions					
Arguing with teacher					
Hitting the teacher					
Frightened of teacher or other adult					
Interfering with other pupils					
Hitting other pupils					
Distracting other pupils by talking to them					
Interfering with other pupils' work					
Destroying other pupils' work					
Keeping away from other pupils					
Intimidated by other pupils					

Appendix 3

Teacher Perceptions of the Mainstream/Special Schools Project - Mainstream Teacher

What are the difficulties you have found with this project?

Please highlight the number - 1 = least / 5 = most

1	<u>2</u>	3	4	5	distractibility
1	<u>2</u>	3	4	5	short term attention span
1	2	<u>3</u>	4	5	poor reading
1	2	<u>3</u>	4	5	poor literary skills
1	<u>2</u>	3	4	5	hyperactivity
<u>1</u>	2	3	4	5	depression
1	<u>2</u>	3	4	5	over anxiety
1	<u>2</u>	3	4	5	low self-esteem
<u>1</u>	2	3	4	5	boredom
<u>1</u>	2	3	4	5	lack of interest
1	<u>2</u>	3	4	5	lack of self-confidence
<u>1</u>	2	3	4	5	acting out
<u>1</u>	2	3	4	5	aggression
1	<u>2</u>	3	4	5	sensitivity
1	<u>2</u>	3	4	5	chattering
<u>1</u>	2	3	4	5	moodiness
<u>1</u>	2	3	4	5	lack of interest in subject matter
<u>1</u>	2	3	4	5	disaffection
<u>1</u>	2	3	4	5	distruction of work
1	<u>2</u>	3	4	5	interfering with other pupils

Frequency - 1 = least / 5 = most

<u>1</u>	2	3	4	5	loss of materials or equipment
<u>1</u>	2	3	4	5	numeracy problems
<u>1</u>	2	3	4	5	irrelevancy
1	<u>2</u>	3	4	5	inability to concentrate
<u>1</u>	2	3	4	5	group size
1	<u>2</u>	3	4	5	shortage of books / materials
1	<u>2</u>	3	4	5	inappropriate teaching spaces
1	<u>2</u>	3	4	5	lack of specialist equipment
1	<u>2</u>	3	4	5	lack of classroom assistance
<u>1</u>	2	3	4	5	lack of support from colleagues
<u>1</u>	2	3	4	5	inability to discuss topic with colleagues
1	<u>2</u>	3	4	5	lack of time to do the work
<u>1</u>	2	3	4	5	no facilities for trips
<u>1</u>	2	3	4	5	not possible to work with colleagues
1	2	<u>3</u>	4	5	the mix of pupils
<u>1</u>	2	3	4	5	the school's work ethic
1	<u>2</u>	3	4	5	interruptions
<u>1</u>	2	3	4	5	noise from other groups / rooms
<u>1</u>	2	3	4	5	the organisation of the room
<u>1</u>	2	3	4	5	inappropriate furniture
<u>1</u>	2	3	4	5	poor lighting / heating
1	<u>2</u>	3	4	5	group dynamics

Teacher Perceptions of the Mainstream/Special Schools Project - Special School Teacher

What are the difficulties you have found with this project?

Please highlight the number - 1 = least / 5 = most

1	2	3	<u>4</u>	5	distractibility
1	2	3	<u>4</u>	5	short term attention span
1	2	3	4	<u>5</u>	poor reading
1	2	3	4	<u>5</u>	poor literary skills
1	<u>2</u>	3	4	5	hyperactivity
1	2	<u>3</u>	4	5	depression
1	2	<u>3</u>	4	5	over anxiety
1	2	<u>3</u>	4	5	low self-esteem
1	2	<u>3</u>	4	5	boredom
1	<u>2</u>	3	4	5	lack of interest
1	<u>2</u>	3	4	5	lack of self-confidence
1	<u>2</u>	3	4	5	acting out
1	<u>2</u>	3	4	5	aggression
1	<u>2</u>	3	4	5	sensitivity
1	2	3	<u>4</u>	5	chattering
1	2	<u>3</u>	4	5	moodiness
1	2	<u>3</u>	4	5	lack of interest in subject matter
1	2	<u>3</u>	4	5	disaffection
<u>1</u>	2	3	4	5	distruction of work
1	<u>2</u>	3	4	5	interfering with other pupils

Frequency - 1 = least / 5 = most

<u>1</u>	2	3	4	5	loss of materials or equipment
<u>1</u>	2	3	4	5	numeracy problems
1	2	<u>3</u>	4	5	irrelevancy
1	2	<u>3</u>	4	5	inability to concentrate
<u>1</u>	2	3	4	5	group size
1	2	<u>3</u>	4	5	shortage of books / materials
<u>1</u>	2	3	4	5	inappropriate teaching spaces
<u>1</u>	2	3	4	5	lack of specialist equipment
<u>1</u>	2	3	4	5	lack of classroom assistance
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1	2	3	4	<u>5</u>	lack of time to do the work
<u>1</u>	2	3	4	5	no facilities for trips
1	2	3	4	<u>5</u>	not possible to work with colleagues
1	2	3	<u>4</u>	5	the mix of pupils
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<u>1</u>	2	3	4	5	noise from other groups / rooms
<u>1</u>	2	3	4	5	the organisation of the room
<u>1</u>	2	3	4	5	inappropriate furniture
<u>1</u>	2	3	4	5	poor lighting / heating
1	2	3	<u>4</u>	5	group dynamics

Appendix 4

(taken from Appendix 1 of: Lund, R. (to be published 1996) *A Whole School Behaviour Policy*
London: Kogan Page

A sample policy for behaviour

Date of policy : _____

Date of reviews : _____

Key Person : _____

Action Group : _____

The rationale behind this policy

- To provide an opportunity to put shared values about the way the school community should behave into practice
- To develop a positive reputation for the school within the community
- To enable all members of the school community to behave appropriately towards each other and to co-operate in teaching and learning
- To provide a positive school ethos, conducive to teaching and learning
- To enable the development of high self-esteem in all members of the school community
- To enable each pupil to succeed in learning and each teacher to succeed in teaching
- To define what is meant by appropriate behaviour and inappropriate behaviour
- To enable appropriate rewards, sanctions and punishments to be developed
- To enable the school's system of rewards, sanctions and punishments to be accepted as fair and reasonable by the whole school community
- To provide each teacher with an appropriate range of strategies for the most difficult pupils
- To clarify roles over behaviour management

The school's shared values and beliefs:

The way children and adults behave depends on the way they feel about themselves

The way children and adults feel about themselves depends on the way in which those around them respond to their behaviour

- Pupils who feel that they are unvalued, worthless and that they are failures tend to express these feelings in the form of inappropriate behaviour.
- Pupils who feel valued, cared about and successful tend to behave appropriately.
- Pupils learn very quickly that if they behave in a certain way, they will be treated in a certain way.
- When pupils are treated inconsistently, they are unable to distinguish between desirable and undesirable behaviour.
- Pupils also learn that they can often get their own way if they behave inappropriately.
- If the ethos of the classroom and the school is positive then there will already be an atmosphere of mutual respect and self-esteem enhancement in which pupils are behaving appropriately and teaching and learning is leading to achievement.

The aims of the behaviour management policy

- To make pupils feel secure, wanted and successful in learning
- To encourage appropriate behaviour with regard to other pupils, adults and property

The objectives of the school behaviour policy

- To ensure that the adults are in control and establish a secure, caring and controlling environment
- To separate the pupil from the behaviour: By labelling behaviour "good" or "bad" the pupil can feel "good" or "bad" as a person. The terms "acceptable behaviour" and "unacceptable behaviour" will be used
- To respond positively to appropriate behaviour and celebrate achievement in learning and in behaviour
- To make it clear to the pupil which behaviours are unacceptable and in what circumstances
- To treat each incident as separate and finite. To deal with inappropriate behaviour, wipe the slate clean and make a fresh start.
- To ensure that a system of rewards and sanctions is in place which encourages appropriate behaviour

- To establish clear routines which enable the pupil to feel secure.
- To establish patterns of behaviour which all members of the school community accept as reasonable and fair
- To establish a behaviour action plan for each pupil giving clear attainable targets for defining, managing and resolving behavioural difficulties

Routines

For pupils who behave inappropriately, routines offer a framework of security in which they can succeed in relating to adults and in learning.

Routines are crucial to the establishment of effective teaching and learning. Individual teaching groups will establish their own routines for teaching and learning.

The following do's and don'ts will be adopted by all teachers:

DO:

- Have the work well prepared, including specially differentiated materials for pupils who are likely to find it difficult.
- Make sure the room is laid out as you want it and that all the materials and equipment are ready for use
- Establish and insist on routines for;
 - entering the classroom,
 - putting bags and coats away,
 - seating arrangements,
 - explaining the tasks ahead,
 - equipment needed,
 - giving out work/books,
 - setting out work,
 - listening to the teacher,
 - listening to other pupils,
 - questions and answers,
 - co-operative work,
 - stopping work,
 - summarising the session,
 - giving out homework,
 - leaving the classroom to go to the toilet,
 - clearing up,
 - packing up and leaving the classroom.
- Know and use the pupils' names
- Treat the pupils as responsible and valued human beings
- Establish positive norms of behaviour --- *This is how we behave in here*

- Concentrate on the work in hand
- Ignore inappropriate behaviour as far as possible
- Praise and encourage those who are working well
- Use eye to eye contact or a hand gesture to express disapproval
- Have a quiet word with the pupil that the behaviour is inappropriate and should stop
- Try to maintain a good level of humour - learning is fun!
- Describe the effects of the behaviour not the behaviour itself (*When you call out it disturbs the others — When you make a noise the class can't hear --- etc*)
- Send for help in good time
- Ask for a pupil to be withdrawn
- Allow time for a pupil to unwind before he or she is asked to make amends
- Follow up any inappropriate behaviour with the pupil on their own

DON'T

- Start the lesson until all the pupils are ready
- Talk above the background noise
- Shout
- Make sarcastic or hurtful comments about pupils
- Deal with disruptive behaviour or set targets for behaviour in front of other pupils
- Allow pupils to sit where they want to sit
- Allow pupils to wear coats or keep bags on the work tables
- Finish the lesson in a rush without summarising what has been covered
- Draw unnecessary attention to inappropriate behaviour
- Provoke confrontations
- Make any physical contact with the pupils
- Interview a pupil in a closed room alone

The celebration and reward of achievement.

Teachers will reward and celebrate achievement in the following ways:

- making the pupil aware of success throughout each lesson
- talking about successes at the end of the lesson
- positive comments in an "Achievement Book"

- asking the pupil to show work / Achievement Book to a visitor or a senior member of staff
- pointing out achievement to the rest of the group
- taking work or the achievement book or a note home to parents/carers
- a "mention" in Assembly or tutor group/class meeting
- charts on the wall
- work displayed
- photographs and/or videos
- a personal Record of Achievement book
- certificates or notes home to parents/carers

Teachers will have positive feedback on their performance from the Heads of Departments (Subject co-ordinators) or the Senior Management Team.

Rewards Sanctions and Punishments

Rewards make acceptable behaviour more likely to be repeated. Punishments make undesirable behaviour less likely to be repeated. Sanctions give the opportunity to negotiate reparation and to set targets for desirable behaviour.

It should be noted that rewards are more likely to be effective if :

- they are given immediately
- it is clear what the reward is for
- it is related to inappropriate behaviour which worries the pupil
- they relate to small target steps in achievement
- the targets are agreed between teacher and pupil and reviewed regularly

Targets

Adults will define inappropriate behaviour in terms of what the pupil has been observed doing: Once behaviour has been described in these terms, it is easier to set targets:

Remember :

- The process of setting targets should be agreed between all members of staff
- Each pupil should have individual targets
- Targets should be set for achieving appropriate behaviour - not for stopping the inappropriate behaviour
- Targets should be realistic and not intimidatory: the pupil will reject any target he or she sees as unobtainable.

- A senior member of staff should monitor target setting in order to achieve consistency.

Rewards

The teacher can reward personally and immediately by:

- encouraging
- smiling and nodding
- a positive tone of voice
- praise
- being near to the pupil
- positive comments on work

The teacher can reward by giving "treats":

- special privileges
- trophies
- extra play/break time
- choosing favourite activities

-----or by awarding something which conveys approval and status-----

- badges
- merit awards
- certificates
- team/house points
- photographs

A framework for rewards

Pupils will be rewarded for meeting targets in:



changing inappropriate behaviour into appropriate behaviour



achievement in learning : academic, personal and social

Rewards will be organised in a series of **LEVELS**:

LEVEL 1: Praise and encouragement.



to the pupil

- ☺ involving any adults visiting the group
- ☺ in assembly / class meeting

LEVEL 2: Merits

- ☺ certificates
- ☺ tokens
- ☺ comments in a book
- ☺ on a chart on the wall

The merits will be:

- ☺ mentioned in assembly or class meeting
- ☺ stamped with a symbol or have a sticky stamp affixed by a senior member of staff
- ☺ recorded on a chart on the wall of the tutor/classroom (Primary / Special / PRU)
- ☺ taken home to show parents/carers
- ☺ mentioned in a letter home to parents/carers

LEVEL 3 CERTIFICATES OF ACHIEVEMENT

These will be awarded for 10 merits and will be:

- ☺ presented in Assembly
- ☺ copied for display in the tutor/classroom
- ☺ copied to take home
- ☺ the pupil will be photographed with the certificate and the photograph displayed in the entrance area of the school and a copy taken home.

REMEMBER:

If the pupils' targets are set at the right level for each pupil then every pupil should regularly meet the targets set and hence achieve rewards.



Sanctions

All pupils must be confronted with the unacceptable nature of their behaviour and sanctions should be imposed in order to get them to accept the behaviour as unreasonable and unacceptable and to make some attempt to make amends:

"O.K., this is what you have done ——"

"How should you have behaved?" ————

"How are you going to behave in future?" ———— and, as appropriate,

"How are you going to put things right?" ————

Possibilities for *"putting things right"* should be negotiated according to the pupil's behaviour targets.

Putting things right might include;

- ☺ apologising,
- ☺ making up lost work in free time,
- ☺ repairing damage caused.

Whatever other considerations apply, sanctions imposed too long after an "offence" or for too long, simply reinforce resentment and the pupil's feelings of badness and rejection. After a while ongoing sanctions do not mean anything.

Sanctions should be:

- ☺ immediate
- ☺ related to the behavioural targets of that pupil (where appropriate)
- ☺ focused on the behaviour, not on the child as a person
- ☺ perceived as fair
- ☺ give an opportunity for putting things right (reparation)

Afterwards:

- ☺ the slate should be wiped clean
- ☺ a fresh start made by all concerned.



Withdrawal

Withdrawal could be seen as punishing the pupil by exclusion. It should only be used for those pupils who affect the learning of others to a serious extent.

For withdrawal to be effective;

- the teaching or activity group must be seen as a more desirable place to be than the place to which the pupil is withdrawn.
- it must be as "antiseptic" as possible
- there should not be an audience
- it should be for the shortest possible time
- it should be complete in itself

NOTE: Some pupils may work for withdrawal in order to avoid work or what are perceived as unpleasant experiences. There is no real answer to this, apart from making the withdrawal as routine, non-confrontational and "antiseptic" as possible. (Not in haste - not in anger)

Procedure for withdrawal

1. The undesirability of the behaviour will be discussed with the pupil and he or she will be requested to stop
 - *"This is what you are doing"*
 - *"It is disturbing others"*
 - *"Please stop"*
2. If the undesirable behaviour continues, the pupil will be warned that, if he or she does not stop he will have to be withdrawn
 - *"You are still disturbing the group. If you continue, you will have to go out"*
3. If the undesirable behaviour still continues, assistance should be sought from the teacher on call. That person will remove the pupil from the room.

4. If the pupil is in a calm state and simply needs a period of "time-out", he or she will sit in a suitable room. (One with no audience, which is quiet and which offers as little stimulation as possible)

If he or she is in an angry or distressed state, he or she needs to be supervised by an adult.




If any form of physical restraint is necessary, the school and Local Authority's official policies and guidelines on physical control and restraint will be followed rigorously and a record made in the school's *Incident Book*. The incident should be discussed with the child's parents/carers as soon as possible.

5. Sooner or later the pupil will be able to talk about his or her behaviour in the classroom with the supervising adult. The following should be discussed:
- What the inappropriate behaviour was
 - What the appropriate behaviour should have been
 - How things can be put right
 - How he or she will behave when he or she returns to the group
6. When the pupil returns to the group, the teacher should welcome him or her back and the incident is then closed
7. If the same pupil is obviously unable to settle in class without seriously affecting the learning of the other pupils that day, he or she will be taken home for the rest of the day (or remain at home the next day, if it is late on in the day)
- *"I am sorry but you are just not coping and you will have to go home"*
- The difficulties should be discussed with the pupil on his or her return to school as in Point 5 (above)

The incident should be logged in the school's *Incident Book*

The flowchart on the next page will be placed on the wall of each teaching area:


If you are not coping ---

-  You will be asked to settle down, so that you do not disturb the others
-  **If you don't -----**
-  You will be warned that you will have to leave the group unless you settle down (wherever the group is and whatever time of day)


-  **If you don't -----**

  You will have to leave the group

Then -----

-  You will have to explain to the member of staff on duty how you will put things right and how you will behave when you return to the group.

Then -----

-  You will return to the group to try again.

-  **If you still don't manage to cope -----**

-  You will go through the process again from  

-  **If it is then obvious that you are not going to cope at all that day --**

-  You will go home for the rest of the day—

or -----

-  You will spend the next day at home (if it is late on in the day).

After that ---

 **we will all try again** 

Punishments

If the behaviour is such that the staff feel that the pupil needs to be punished then the following punishments will be used, following these guidelines at all times:

- Lines

They should not be frivolous or offensive 😞 They should relate in some way to the inappropriate behaviour and be as "antiseptic" as possible. 😊

- Work around the school

It is questionable if a pupil will keep the school any tidier if made to pick up litter 😞 but it does help to keep the school looking good. 😊

- Extra school work

Disaffected pupils are not likely to become more motivated to school work if they are given more of it 😞 On the other hand, if the pupil achieves at the work task then they can be positive. 😊

- On report

Unfortunately reports are usually used as a record of misdemeanours and to make a spectacle of the pupil concerned. 😞

The report system will be used in a positive way to help set targets and to enable children to make amends. 😊

- Detentions

The main problem with detentions is that there tend to be a few regular teachers who make use of them and it is colleagues, especially senior management team colleagues, who end up taking them 😞 This problem will be alleviated by making sure that it is only the staff who use the system who run detentions. 😊

- Involvement of parents/carers

Parents/carers are often only involved at crisis point 😞 They will be involved earlier rather than later on in proceedings. 😊

Children hate and react against "complaints" to parents/carers and

parents/carers do not like to be made to feel responsible for inappropriate behaviour in school. ☹️

Remember that some pupils who exhibit more disturbing behaviour have a poor relationship with their parents/carers who can use a negative letter home as an excuse to further reject their children or even to physically chastise them. ☹️

Parents/carers will be informed about punishments for more serious offences and given reasonable notice of detentions. 😊

All letters to parents/carers will be positive in tone and not seek to blame them for the inappropriate behaviour. 😊

Informing parents/carers about inappropriate behaviour has a deterrent effect. They will be asked for their comments, suggestions and advice. 😊

All letters to parents/carers, will be couched in positive terms. 😊

It should be borne in mind that parents who have to stay at home to look after excluded or withdrawn pupils can lose money from work. ☹️

- **Withdrawal of privileges**

Pushed to its logical conclusion, the pupil who behaves inappropriately for most of the time will have no privileges and will not, for example, go on any trips. ☹️ Care will be taken that the withdrawal of a privilege is the punishment for one incident. 😊 Withdrawal of privileges will not be made as a result of adding up incidents. 😊

In practice, if inappropriate behaviour is dealt with positively through the setting of appropriate targets, and a fresh start made, then children should take part in all privileged activities --- but will be withdrawn from them if they demonstrate that they cannot cope with them. 😊

- **Exclusions**

Exclusions do not endear schools to disaffected pupils. ☹️ The longer they are excluded, the longer it will take to reassimilate them.

They often go on for far too long. ☹️ It is the initial stage of exclusion which punishes, any prolonging leads to further disaffection.

Care will be taken that the pupil feels that the punishment is complete in itself and that they can make a fresh stage with no recriminations when they return. 😊

Whatever form of punishment is used:

- ☺ It should be in proportion to the incident.
- ☺ It should be clearly understood and accepted by the pupil and his or her parents/carers -- and seen as fair and reasonable.
- ☺ It should be as "antiseptic" as possible.
- ☺ It should be complete in itself.
- ☺ It should not increase the status of the pupil within the peer group or the family (for example, make him or her a martyr).
- ☺ It will be monitored by a member of the Senior Management Team in order to make sure that all members of staff are acting within the guidelines of the Whole School Behaviour Policy and are fair and consistent.
- ☺ It will be recorded in the teacher's own record book, which will be monitored by a member of the Senior Management Team, and Governors.
- ☺ Serious incidents and punishments will be recorded in the school's *Incident Book*.

In general, punishments will not be given in anger or in haste and will be as "antiseptic" as possible. *"You have done this -----" "This is the punishment"*.

Bullying

Bullying is not acceptable behaviour in this school. All pupils and adults have rights and responsibilities in the way in which they behave towards one another. Bullying will be monitored and dealt with as soon as it occurs.

Evidence of bullying will be gathered from a wide variety of sources on an ongoing basis, including:

- Observations of behaviour throughout the school;
- Discussions with pupils and staff;
- Records from the school's *Incident Book*;
- "Worries" from pupils;

- Complaints from parents, carers or social workers;
- The pupil survey at the end of this section. (This will be given to a sample of pupils from at least one group from each year every other term).

Responses to bullying

- ☺ The schools will establish a clear policy on equality of opportunity (race, gender, disability, learning difficulties or behaviour difficulties) based on shared belief within the school community that all members of the community are of equal worth and have rights and responsibilities towards each other.
- ☺ The affective curriculum will include, within its personal and social development programme, training on "Keeping Safe" , and on the equal worth of all individuals within the school community, irrespective of race, gender, disability, ability, learning difficulties, behaviour difficulties appearance or cultural background. Pupils will also be taught how to be assertive.
- ☺ Within courses designed to promote spiritual and moral development, pupils will be taught about rights and responsibilities within communities.
- ☺ The school will regularly monitor the amount of bullying which is going on.
- ☺ Pupils will be encouraged to make their concerns known to a member of staff. This will form part of the "Worry Sheet" procedure (see below).
- ☺ Pupils should feel confident that their concerns will be taken seriously and that they will not be made worse by the action taken.
- ☺ Staff should be careful that they treat each other with respect in front of the children.
- ☺ Staff should treat pupils with respect and not bully them in the teaching and learning situation or around the school.
- ☺ Staff should be careful to show disapproval of the bully without bullying the bully. They should separate the pupil from the behaviour and make it clear that it is the behaviour which is not wanted, and that they do want the pupil.

- ☺ Bullies must be brought face to face with the consequences of their bullying on the victim. (but not by being bullied by adults).
- ☺ Bullies will be involved in working out how to make amends.
- ☺ Attention will be paid to helping to raise the self-esteem of victims and bullies.
- ☺ Parents/carers will be involved in seeking solutions to their children's victimisation or bullying.
- ☺ A record of all bullying will be maintained in the school's *Incident Book*.
- ☺ The school's Education Welfare Officer, Educational Psychologists and an independent Behaviour Consultant will be used to provide advice and guidance to staff and pupils, as appropriate.

Bullied adults

The Senior Management Team will work towards enabling each adult in the school to:

- ☺ reflect positively on their own performance ;
- ☺ recognise their strengths;
- ☺ use these strengths in overcoming weaknesses in other areas;
- ☺ feel useful within the school community;
- ☺ feel valued within the school community.

Child Protection

Adults within the school will receive training in how to;

- remain pupil-focussed at all times;
- recognise the signs of abuse and what to do about them;
- be able to develop working practices which minimise the risk of being accused of abusing pupils;
- take the necessary steps to protect themselves from false allegations;
- deal with any false allegations which might be made against them.

ANY ADULT WHO SUSPECTS ABUSE SHOULD:

- LISTEN to what the pupil says and;
- MAKE DETAILED FACTUAL NOTES TO PASS ON TO THE SCHOOL'S **DESIGNATED TEACHER** (see below) (a sketch showing the site and extent of any visible injuries is often useful);

REMEMBER that any notes might subsequently be used in criminal proceedings;
- INFORM THE SCHOOL'S **DESIGNATED TEACHER IMMEDIATELY**.

On no account should the suspecting adult attempt to interview the pupil, examine the pupil physically, gather any other evidence or contact parents/carers. (This could have serious implications for any possible future criminal proceedings)

DO NOT ATTEMPT TO DEAL WITH IT ALONE - PASS IT ON TO THE DESIGNATED TEACHER.

THE SCHOOL'S DESIGNATED TEACHER IS :

The designated teacher

As required by The Children Act, 1989, the school has a **designated teacher**, who is responsible for monitoring child protection issues in the school, maintaining links with the **area child protection committee (ACPC)**, the social services department and the Local Education Authority.

The duties of the **designated teacher** are to:

- keep records of child protection issues and concerns and to be aware of the legal status of such records;
- be aware of the signs and symptoms of abuse and when to make a referral (WHEN IN DOUBT to seek the advice of the social services department, the NSPCC or, where appropriate, the local education authority's **Child Protection Co-ordinator**);
- regularly monitor and review all pupils who are on the **Child Protection Register (CPR)** and/or are the subjects of emergency protection orders, care orders or supervision orders;
- inform all relevant staff of all pupils on the **CPR**, including the school's Education Welfare Officer;
- pass information to the new school when a pupil leaves, and inform the custodian of the **CPR** of the change (the social services department or NSPCC on behalf of the social services department);

- ensure that **all** staff receive training on child protection and on the requirements of The Children Act, 1989, including how to report suspicions;
- keep **all** staff informed about child protection issues;
- develop effective links with other agencies and support services.

In a case of suspected child abuse the **Designated Teacher** should:

- make sure that all relevant evidence is recorded on the same day; observations, quotes, records of any conversations with the pupil and any other concerned persons. NOTE : on no account should any pupil or adult be asked to write a statement themselves, although it is permissible for the **Designated Teacher** to make notes of any statements or conversations and to record these in the school's *Incident Book*;
- inform the social services department or NSPCC of the circumstances - if necessary the emergency duty team; (NOTE: the social services department or the NSPCC will inform the Police).
- send a written report to the Social Worker who deals with the case as soon as possible. Remember that the pupil's parent(s)/carer(s) may have access to this report in any subsequent child protection conference and/or court proceedings.

Reports should include details of:

- educational progress and achievements;
- attendance;
- behaviour;
- participation in school activities;
- relations with other pupils and adults;
- where relevant : family structure and what is known of the pupil's position in the family.

All reports should be based on evidence, distinguishing between fact, observations made, reports of conversations, allegations and opinion.

- attend any subsequent **Child Protection Conference** or arrange for a representative to attend. Prior to the Conference, a Report should be sent for consideration. The representative should be someone like the class teacher or group tutor, who knows the child well.
- if a pupil's name is placed on the **Child Protection Register**, ensure that an appropriate member of staff becomes a member of the **Core Group** and is available to attend all **Core Group** meetings.

A **Core Group** is appointed at the child protection conference and is responsible for ensuring the implementation of the child's own **Child Protection Plan**.

The **Child Protection Plan** is formulated to ensure that any risk of 'significant harm' to the child is eliminated.

Keeping safe

Just as in situations of bullying (see above), pupils need to know who they can turn to in confidence if they are concerned about the way in which they are being treated. This will form an integral part of the school's personal and social education.

A "*Worry Sheet*" (see below), will be pinned in each teaching space and in the back of each pupil's daily log, giving the names and telephone numbers of those who can help.

Worry Sheet

These are people you can talk to or telephone if you are worried or upset about anything which has happened to you, at school or at home:

Fill in the telephone numbers:

Your Parents/Carers _____ Telephone: _____

Your own Social Worker _____ Telephone: _____

The Education Welfare Officer _____ Telephone: _____

Your Group Tutor _____

The Headteacher or Deputy Headteacher _____

The Chair of the Governors _____ Telephone _____

Childline Telephone: 0800 1111

Whatever you say, you will be listened to and what you say will be treated seriously

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Physical restraint and control

The Children Act, 1989 (H.M.S.O., 1989) states that in any legal proceedings, "the child's welfare shall be the court's paramount consideration". (Masson and Morris, 1992).

Care sometimes implies physical control and staff should at all times be aware of the levels of permissible control and their responsibilities to the pupils they are working with. At the same time, they need to protect themselves.

The Local Education Authority (L.E.A.) has a policy on the permissible forms of physical control and restraint and this is appended to this Whole School Behaviour Policy and recognised as official school policy by the Governors.

The following guidelines should be followed at all times:

Adults working with children are only authorised to employ physical restraint where:

- they believe that all other alternatives have failed;
- pupils are at risk of physical injury;
- a pupil's actions are placing other pupils or adults at the risk of injury;
- significant damage to property can be limited.

Physical restraint must not endanger the physical safety of pupils or staff.

In addition:

- The level of force must be the **minimum** necessary to ensure the safety of the children and adults;
- It is illegal to hit pupils in any circumstances;
- Only approved methods of handling must be used and the Headteacher will ensure that staff receive regular training;
- A second adult should be involved wherever possible in order to protect the pupils and adults;
- The incident should be reported to the **Designated Teacher**;
- Any incidents of inappropriate behaviour involving the welfare of pupils and adults, any incidents of violence between pupils and staff, including any incidents of physical restraint and serious damage to property, must be recorded in the school's *Incident Book*;
- In the case of injury to any pupil or adult, notes should be taken of interviews with each pupil and adult present. On no account should any pupil or adult be asked to write a statement. The **Designated Teacher** will liaise with parents/carers, Police and the Social Services Department, where appropriate.

The school will protect the staff by:

- making sure that staff receive training on child protection issues, including protecting themselves from false allegations;
- having clear guidelines on the physical care and control of pupils which have been passed as official school policy by the Governors;

- having clear guidelines on procedures for dealing with incidents of child abuse;
- encouraging staff to seek the legal protection of a Trade Union or third party insurance;
- supporting accused staff by offering counselling and advice;
- arranging independent counselling for school staffs which have an accused colleague, possibly from an independent Child Protection Consultant;
- appointing a Governor with responsibility for child protection.

The adults working in this school should be aware that they can protect themselves by:

- not putting themselves into potentially compromising situations (e.g. alone in a changing room with a pupil with the door closed);
- never physically controlling or restraining a pupil alone;
- reporting any injuries sustained in school to the the **Designated Teacher** and making a record in the school's *Incident Boo*;
- joining a Trade Union which has a clear policy on staff protection and which employs specialist legal help if necessary;
- always taking a "friend" (for example, a Union official to any meeting where conduct over the handling of a pupil is questioned);
- making detailed, personal notes of any incident, together with any statements from witnesses at the time, and keeping a diary of all information which subsequently comes to light.

When a member of staff is accused of abusing a child :

- The guidelines given on suspension of staff in the Government *Circular 10/95 Annex : Teachers and child protection; Teachers facing an allegation of physical/sexual abuse; Guidelines on practice and procedure* (p.15) will be be adhered to at all times;
- It is the responsibility of the Headteacher (The Governors, in the case of allegations against the Headteacher) to decide whether or not to suspend the accused person and the prime considerations will be the continuing safety of the pupils, the possibilities of tampering with evidence, the interests of the person concerned and of the school;
Although such suspensions are "without prejudice", any suspension is seen by the pupils, parents/carers and the general public at large as implying guilt. Consequently, suspensions will be avoided wherever possible;
- The full evidence, including witness statements, will be made available to the person in question without delay;

- Where an allegation is made by a pupil or parent, the pupil in question will not be allowed contact with the accused person or with any potential witnesses;
- Members of staff who make allegations about another member of staff concerning the possible abuse of a pupil will not be allowed to continue working with that pupil, his or her parents/carers or with potential witnesses, while investigations are proceeding;
- Members of staff who make allegations about another member of staff concerning the possible abuse of a pupil will not be seen to benefit from them and will be disciplined if the allegations are found to be malicious;
- Adults who are accused of abusing a pupil and the school staff will have access to supportive counselling services, possibly from an independent Child Protection Consultant;
- The member of the school's Governing Body with responsibility for child protection will have responsibility for keeping in touch with accused members of staff.

Written records

The following **must** be written in the school's *Incident Book*:

- Any inappropriate behaviour which involves physical contact and/or injury between pupils or staff;
- Any serious damage to property;
- Any physical restraint used.

The accounts **must** include:

- The time and place of the incident;
- The antecedents of the incident;
- Exactly what happened;
- The consequences of the incident, including a note of all injuries sustained by staff and/or pupils and any serious damage to property;
- In the case of serious injury and/or damage to property, names of all witnesses and notes of any interviews with witnesses. Written statements must not be taken from pupils or adults.

NOTE : The *Incident Book* must be kept available for inspection by the Governors, any officials of the Local Education Authority who have a right to see it and Ofsted inspectors.

Appendix 5

A policy framework for the curriculum

(Taken from the Curriculum Policy of the school for children with emotional and behavioural difficulties of which I was Headteacher)

All children are entitled to have access to a broad and balanced curriculum, including the National Curriculum

What is Curriculum?

A school's curriculum consists of all those activities designed or encouraged within its organisational framework to promote the intellectual, personal, social and physical development of its pupils

(H.M.I. (1989) *The Curriculum from 5-16 (Second Edition)* London: H.M.S.O.

The **content** of the curriculum should have three discrete elements :

- knowledge
- experience
- skills

It should be broad, bringing all pupils into contact with a range of **knowledge, experience and skills**. It relates to **what children know, understand and can do**.

It should also be balanced, allowing the development of each area. In addition, the curriculum should be perceived as relevant to the needs of each pupil.

The curriculum should involve pupils in the following areas of **experience**:

- aesthetic and creative
- human and social
- linguistic and literary
- mathematical
- moral
- physical
- scientific
- spiritual
- technological

In addition, all pupils should have the opportunity to develop the following **skills**:

- communication

- observation
- study
- problem-solving
- physical and practical
- creative and imaginative
- numerical
- personal and social

Cross-curricular themes are also important:

- Environmental Education
- Health Education
- Information Technology
- Political Education
- Education in Economic Understanding
- Careers Education
- Equal Opportunities

The curriculum should be **relevant** and **differentiated** to the needs of each child by appropriate grouping and through a variety of teaching approaches.

Curriculum entitlement

The 1988 Education Reform Act carries a legal entitlement to the National Curriculum for all pupils

All pupils share the right to a broad and balanced curriculum; including the National Curriculum

(National Curriculum Council (1989) *A Curriculum for All* York: N.C.C.)

Any curriculum policy for pupils with emotional and behavioural difficulties must be committed to this basic principle of entitlement, equality of curricular opportunity and right of access.

Children with emotional and behavioural difficulties as learners

Children with emotional and behavioural difficulties bring their experiences of failure in learning and in personal relationships into the learning situation.

The relationship between teacher and child is a very special one, founded on mutual respect and trust. It can be likened to the nurturing relationship between parent and child where the parent "feeds" the child and the child grows; both emotionally and physically.

Where the child has failed in the parent/child or adult/child relationship, then the effect is to lower the child's self-esteem. The child is wary of relating to teachers because of the residual pain of having "failed" in previous relationships with adults. Teachers of children with emotional and behavioural difficulties experience this wariness and cannot understand why they as "nice" professional adults, cannot get a positive response from the children. It is easy to forget that it takes years to overcome what has taken years to create.

The way a child feels about his or her "self", influences his or her self-esteem. (The self is what we are aware of about ourselves. Our self-concept is that part of the "self" about which we are conscious. Our self esteem is what we feel about our "self" and the value we put upon our self-concept.

In order for each child to grow emotionally and to increase his or her self-esteem, it is necessary to provide them with learning experiences which guarantee personal success.

Success should be reinforced by praise, encouragement, display work and by involving other adults in taking an interest, at every stage.

Each child should be presented with work which is compatible with their capabilities.

Work should be broken into small stages and presented from several different angles. Often, different modes of teaching can be tried, e.g. by making use of computer-aided learning. Often a child who is feeling emotionally vulnerable will "talk" to a computer whereas he or she cannot communicate at that time with the teacher directly.

If work is destroyed it should be rescued and if necessary re-written by an adult

Feedback should be positive and immediate.

Children with emotional and behavioural difficulties are reluctant to commit themselves to paper: To do so could expose them to manifest failure. They can however, demonstrate the acquisition of knowledge, concepts and skills by doing and by talking about them.

These children find great difficulty in discussing abstract concepts: They do not relate to the here and now and the practical reality, as they see it, of their current situation. However, a lot of useful discussion and learning of concepts can take place during practical activities. These children need learning to be as practical and hands on as possible. (This also helps in making it seem more relevant).

Emotional needs can vary from minute to minute and so learning experiences need to be perceived as personally relevant at any particular time. Sometimes the teacher has to recognise that the child's emotional needs are so intense that learning is not possible.

The children need to be given "space" when they need it and the teacher needs to know the right moment for starting a learning initiative.

Children with emotional and behavioural difficulties find great difficulty in co-operative working.

This should be gradually achieved through an "individual in the group" approach, with teachers directing each member of the group to a different aspect of the same overall theme.

Project work can be reinforced by relating it to work in other subject areas. For example, a project on "Food and Drink" in History could be reinforced by work in Food Technology.

Above all, these children need time and this is why they are nearly always underachieving. It must be recognised that there are some times when the emotional state of the child does not permit learning to take place or, if it does, for only short periods of time.

To summarise, **successful teachers with children with emotional and behavioural difficulties**.....

- make success more probable than failure
- use a wide variety of learning materials
- develop a number of different teaching approaches within each lesson
- reinforce learning through topic work and cross-curricular themes
- ensure that the child perceives the learning as personally relevant
- are sensitive to the emotional energy and needs of the child
- allow time
- keep on trying

Curriculum development and delivery

For teaching and learning to take place in any school, there has to be a clear understanding of the routines which are accepted by that school community, not only in the school as a whole, but also in the classroom. This is even more important in a school for children with emotional and behavioural difficulties, where any inconsistency in approaches between teachers will have the effect of promoting insecurity and unsettled behaviour. Under such circumstances, learning becomes much more difficult.

Learning becomes much more likely if there are agreed procedures for classroom behaviour management and for rewards and sanctions. (See Behaviour Policy)

All these points in relation to the curriculum should be borne in mind when reviewing and developing the school's Behaviour Policy.

The primary task of the school is to present the curriculum in a way which is perceived as relevant by the pupils but which, nevertheless offers full access to the National Curriculum and to external examinations, both academic and vocational.

Teaching is likely to be taught more and more as discrete subjects as the children get older but younger children should be taught as far as possible in a project-based approach. Even with older pupils, there should be co-operation between different subject areas over curriculum development and delivery.

The role of subject co-ordinators

The key agents of curriculum design, development and delivery are the Subject Co-ordinators. Each Co-ordinator is responsible for:

1. Formulating a policy for their subject curriculum in accordance with this general policy.
2. Designing a suitable curriculum in their subject area and ensuring that it is regularly reviewed and developed.
3. Assessment, recording and reporting of achievement for each child within the subject area, in consultation with each Group Tutor and within the framework of the school's Record of Achievement policy.
4. Maintaining two-way links with a mainstream subject department, for the purposes of personal professional development within the field and for the purposes of co-operation over curriculum development and delivery.
5. External examination administration in the subject.

Schemes of work.

The whole staff will decide on "themes" for projects and the subject co-ordinators will develop co-operative schemes of work and subject-centred schemes of work, where appropriate. It is envisaged that these themes will last about a half term.

Pupil programmes.

Each pupil will be involved in setting personal learning targets in co-operation with his or her group tutor. The subject co-ordinator will be involved where necessary. These targets will be reviewed regularly, assessed, where appropriate and reports will be presented termly to parents /carers.

Lesson plans

Individual lesson plans will be produced by each teacher in co-operation with the subject co-ordinator and in accordance with each pupil's learning targets in that subject area.

The Deputy Head will be responsible for co-ordinating curriculum planning, development and delivery, including the monitoring of teachers' records.

The celebration of achievement

Here again, this is an integral part of the school's behaviour policy (see Behaviour Policy)

Achievement will be celebrated by:

- making a child aware of success throughout each lesson
- talking about it at the end of each lesson
- positive comments in the child's Achievement Book
- asking the child to show work / achievement book to a senior member of staff or to a visitor
- taking work or the achievement book home to parents/carers or a note home to the parents/carers
- a "mention" in the morning assembly or meeting
- charts on the wall
- work being displayed
- photographs and/or videos
- a personal Record of Achievement book

Note:

This is an overall Curriculum Policy - Detailed policies for each subject would be appended.